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ABSTRACT

The teacher's guide is designed to accompany "The Story of California," a Spanish-English bilingual history and geography of the state intended for classroom use by limited-English-proficient, native Spanish-speaking students in California's urban middle schools. The guide describes classroom activities coordinated with the student's workbook and the 10 chapters of the textbook, whose topics are: California's location and the characteristics of its people; the state's geography; the first people in California; the advent of the European explorers and settlers; Spanish colonization of California; the end of Spanish rule and the beginning of Mexican government of the area, including the history of the missions and the Indians; statehood; the California Gold Rush; impact of the industrial revolution; and use of the land from the 1850s to the present. An introductory section suggests planning and classroom procedures and contains language skill ladders for reference. Then for each chapter of the textbook, the guide outlines themes, related films, a scope and sequence for skills in both languages and geography, and a series of detailed class activities, with illustrations. Activities use both Spanish and English and include both oral and written exercises. Addresses of film distributors are appended. (MSE)

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TEACHER'S GUIDE
FOR
THE STORY OF CALIFORNIA

GUÍA DEL MAESTRO
DE
LA HISTORIA DE CALIFORNIA

Produced by

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TEACHER'S GUIDE

The Story of California

Preface

This Teacher's Guide was produced by Naomi Gray Associates under contract with the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (Contract No. 300-82-0322). The primary purpose of this contract was to create a new model for developing bilingual materials for urban school districts, as part of a larger federal effort to find new avenues for creating locally responsive, effective, and desperately needed bilingual materials.

The model used a team of bilingual middle school teachers and curriculum developers to design the curriculum and instructional materials, based on the assumption that they were the most knowledgeable about what would and would not work with the students. This Teacher's Guide is one of the products we developed from the "teacher team" input. It accompanies the text — The Story of California — and the Student Workbook for this unit.

This project produced three other products, aimed at training teachers and others in urban school districts in how to develop bilingual materials using the new "teacher-team model." A "how-to" handbook describes the curriculum development process from begining to end, a "training" manual expands on the training components of the model, and a "resource" manual gives relevant theoretical and practical background information about bilingual education.

Many people contributed their time and thoughts to these materials. First we want to acknowledge the work of the team from the San Francisco Unified School District: Nick Bartel, who authored the English version of The Story of California; Manuel Colón, who wrote the Spanish translation; Lydia Baranda-Larin, Sandy Calvo, Franklin Courtade, and Roberto Lemus. We also wish to thank the Review Panel for their comments on this and all products: Aaron Berman, the Director of TESOL for Northern California: Larry Guthrie, from the Southwest Educational Research Laboratories in San Francisco; Jacob Perea, Department of Bilingual Education, San Francisco State University.

We would like to thank the San Francisco Unified School District and the Oakland Unified School District for allowing us to field test The Story of California unit during the spring semester of 1984. Specifically, we appreciate the help of Ligaya Avenida, Director of Bilingual Education in San Francisco, Gilbert Cho, Bilinqual Coordinator in Oakland, and the principals of the middle schools where field testing was conducted. We also owe many thanks to the teachers who field tested these materials in their bilingual social studies classes: Sandy Calvo, Rosa Dominguez, Herminio Flores, Roberto Lemus, and Susan Terrence in San Francisco, and George Prado in Oakland.

Alicia Mahone
Project Director
June, 1984

THE STORY OF CALIFORNIA

INTRODUCTION

The Story of California is a Spanish-English bilingual social studies unit, primarily designed for middle school students with limited English proficiency (LEP). The Spanish reading level is about grade 5, the English reading level is about grade 3, and the cognitive level of the materials is generally appropriate for 13-year-olds. The unit was specifically written for recent immigrants to California from Mexico and Central America whose education has been interrupted for varying periods of time.

WHAT ARE THE MATERIALS?

The Story of California includes a textbook about California geography and history, a Student Workbook, and this Teacher's Guide. Each chapter in the textbook naturally divides into several sections. There is one worksheet in the Student Workbook and one classroom activity in the Teacher's Guide to reinforce and/or expand on each section of the text. In addition, there is a worksheet and/or activity to review the whole chapter in most cases.

Written and Oral Exercises

The exercises on the worksheets are, of course, written. But since most teachers review worksheets with the whole class after students have completed them, some oral practice is involved too.

Classroom activities tend to be exercises in speaking and listening, but many also involve reading and writing. Most activities are structured so they can be done with the entire class or with small groups of students working together, whichever the teacher prefers.

New Information vs. Reinforcement of the Text

Most worksheets and activities simply reinforce the content in the text. However, some do present new information, elaborating on particularly interesting or important points. For example, activities and worksheets for Chapter 3 (The First People) present additional information about people migrating across the Bering Strait and a map of Indian tribal territories in the San Francisco Bay Area. The amount of new information is kept small.

How Spanish and English Are Used

Worksheets and activities use both Spanish and English, since this is a bilingual unit. Any given worksheet may be all in

Spanish, all in English, or with some exercises in Spanish and some in English. About a third to half of the classroom activities are in Spanish and the rest are in English.

Spanish is used when the exercise would be too difficult in English (e.g., in Chapter 3 a structured class discussion in which the migration of the first people to California is compared with the students' experiences). Spanish is also used to prepare students for a new language skill in English. For example, speaking complete sentences in Spanish should be relatively easy for most students; but this exercise is used in Chapter 2 to prepare them linguistically and cognitively for speaking complete sentences in English in Chapter 3.

HOW TO USE THE MATERIALS

We recommend making a general lesson plan for an entire chapter at a time, because this will help you get the "big picture" on which skills are to be taught in that chapter. This general plan will include: which materials will be used; why; how; and in what order.

Such a plan need not be written, but rather can come from a careful review of the materials and the Scope and Sequence Chart found at the beginning of each chapter in the Teacher's Guide. The first step, of course, is to become familiar with the materials by reading the chapter in the text, reading the activities for that chapter in the Teacher's Guide, and glancing through the worksheets for that chapter in the Student Workbook.

Decide Which Materials Will Be Used and Why

The second step is to carefully look at the Scope and Sequence Chart for that chapter. This chart summarizes each worksheet and activity, showing which pages of the textbook each one covers, the topics covered, and the skills taught in each. Decide which materials will be used and which will not be used, depending on the skills that you want to emphasize and the students' abilities and interests. If you decide not to use a worksheet or activity, make sure that the skills taught in it will be taught somewhere else in the chapter or in the next chapter, since later materials build upon the skills taught before.

Decide Sequence and How Materials Will Be Used

Based on our teaching experience and field testing of these materials, we recommend that students mostly do their initial reading of the textbook and their initial work on the worksheets as homework, since these are solitary activities requiring concentration and a fair amount of time. Class time should be spent: reviewing the textbook; working on any worksheet items that students could not figure out by themselves (they can work either in groups or individually with help from teachers, aides or peer tutors); reviewing the worksheets as a class; and doing classroom activities from the Teacher's Guide. This division of work between the home and the classroom is obviously only a general rule of thumb, with many possible exceptions. You, of course, know what will work best with your class.

The farthest left column in the Scope and Sequence Chart (i.e., "Sequence") shows our recommended order for using the materials. It assumes that any section of the textbook will always be read before the worksheet and classroom activity for that section are done. Sometimes it is better to do a worksheet before an activity for a section and sometimes the other way around; the Scope and Sequence Chart reflects this.

Daily Lesson Plans

After a general plan for the chapter has been made, then writing daily lesson plans will be fairly quick and easy. The objectives for the lesson plan (if you use objectives) will be the skills to be taught in the worksheets and activities for that day. The events in class will be very straightforward (e.g., class review of section "X" in the text, class work on worksheet "Y" with teacher's help, class review of worksheet "Y", and begin activity "Z"). The Teacher's Guide will show what materials must be prepared ahead of time for the activity. The time set aside for each event will, of course, be based upon your experiences with your class.

WHAT STUDENTS CAN LEARN FROM THESE MATERIALS

The Story of California is designed to help students learn three things:

(1) the main themes in California geography and history;

(2) the geography skills of map reading, graph/chart reading, and researching information;

(3) language skills in Spanish and English.

Main Themes in the Text

A few main themes tie each chapter together. These major forces in California geography and history will give students a "feel" and appreciation for the subject matter long after they have forgotten many of the names, dates, and places they encounter during this unit. Therefore, the exercises on the worksheets reinforce these main themes. The classroom activities — many of which are structured class discussions — also do this, but they focus even more on having students analyze the main events about which they have learned.

Geography Skills: Maps, Graphs, Charts and Research

Since maps are an essential component of geography, students must learn to read them. Not only are maps fun and interesting, but the ability to read them will always be useful to the students.

The same is true of graphs and charts, which can visually summarize large amounts of information. Newspapers, magazines, and books are full of graphs and charts.

Research skills mean being able to find information that you want to know, organizing it well, and (usually) presenting it to someone else, either orally or in writing. This important set of skills includes everything from looking up a word in the dictionary to preparing a class report.

Language Skills

Although social studies is the content of this unit, it also necessarily teaches students language skills in both Spanish and English. The exercises are both oral and written. Since the exercises focus on the language dimensions of vocabulary, comprehension, and grammar, there are 12 possible kinds of exercises, aimed at teaching language skills in 12 areas.

Table 1 shows the learning objectives for each of these language skill areas. You can see in the table that the skills are all defined in terms of language "production" (i.e., speaking and writing), because these skills are observable by the teachers. The "reception" skills of reading and listening are, of course, involved in all the worksheets and classroom activities respectively, and improvement in these will partly underlie improvement in the associated but observable skills listed as objectives.

The ultimate objective for written vocabulary is to give a definition for a word, whether in Spanish or English. From these written exercises, as well as from their reading and listening, students are expected to learn the new vocabulary in the unit. Thus, the objective for oral vocabulary is to use the new words properly in class discussion.

The objective for oral comprehension in both English and Spanish is to present an oral report to the class, because this skill requires that students master the information involved. (It also requires that they have the skills to gather the information for the report and organize that informa-

TABLE 1

LEARNING OBJECTIVES FOR LANGUAGE SKILL AREAS

Language Mode	Language Dimension		
	Vocabulary	Comprehension	Grammar
Oral English	Use a vocabulary word in class discussion	Make an oral report to the class	Answer a question with a complete sentence, substituting subject or object pronouns
Written English	Write a definition for a word	Write a complete sentence Locate the main idea of a paragraph	Answer a question with a complete sentence, substituting subject or object pronouns
Oral Spanish	Use a vocabulary word in class discussion	Make an oral report to the class	Answer a question with a complete sentence, substituting subject or object pronouns
Written Spanish	Define a word with a sentence	Make a written report	Write a complete sentence about a topic from the book

tion in a coherent way; for this reason, the skill of presenting an oral report to the class, in Spanish or English, is also one of the learning objectives in the research skills area.)

Making a written report is the corresponding written comprehension skill, but these materials require this in the Spanish language only. It seemed that students with an average of a third grade reading level (i.e., the reading level of the English materials) should instead focus on learning to write a complete sentence in English. During the last few chapters of the materials they begin locating the main idea of a paragraph as preparation for learning to write one, but actually writing a good paragraph is probably beyond the English abilities of most of the students.

The grammar exercises in all modes focus on learning to produce a complete simple sentence, because that is the fundamental building block of good writing and speaking. The exercises take the students one step further by teaching them to substitute pronouns for the subject or object of the sentence, because this capitalizes on their sentence-writing skill and gives them a tremendous flexibility in constructing gramatically correct, flowing sentences. It is also the essential ingredient for the transition to "stringing" sentences together into a paragraph. The ultimate objective for written Spanish is a little more advanced than for English; in this case the students are required to write a complete simple sentence about a designated topic, without the grammatical structure of a question to guide their sentence formation.

HOW THE MATERIALS TEACH THESE SKILLS

Such skills as defining a word, writing a complete sentence or making an oral report are not learned all at once. Rather, each is the culmination of several steps (or lower-level skills) aimed at teaching that skill.

Imagine a set of skills listed in increasing order of difficulty — a "skills ladder." Figure 1 shows a skills ladder for written English vocabulary, with the objective of writing a definition for a word as the highest skill on the ladder. "Climbing" the ladder requires students to master increasingly sophisticated skills until at last they can write a definition for a word. (It can also be seen that this skills ladder could continue upward into even more sophisticated skills, which could be taught in subsequent units.)

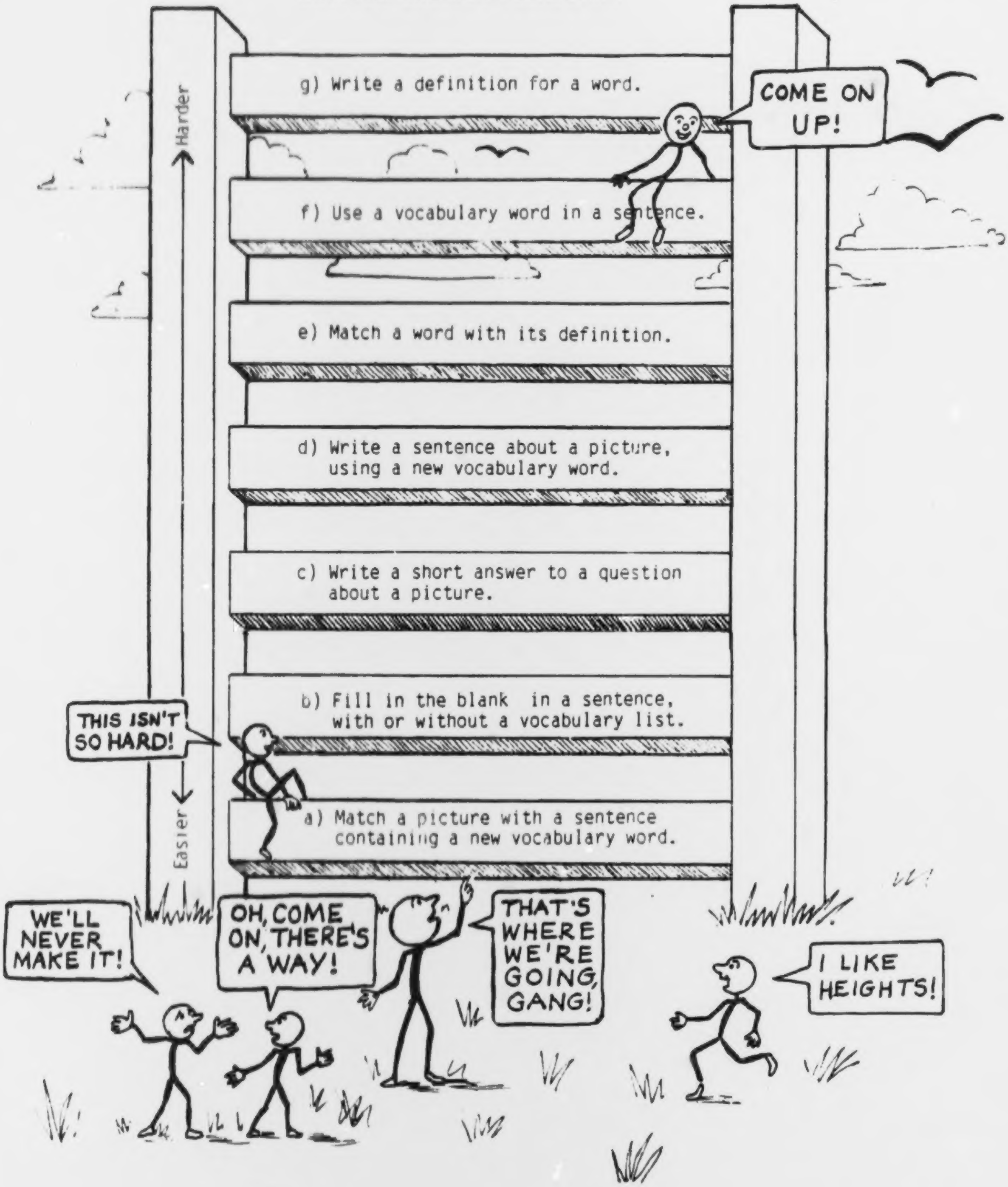
Now imagine skills ladders for all 12 sets of language skills and for all three sets of geography skills. There would be 15 skills ladders in all! That is how the master plan for skills to be taught during this unit was made — learning objectives were established for each skills area and all the skills ladders were constructed. These skills ladders are shown in Figure 2 and give a feel for where students are headed during the semester.

It can be seen in Figure 2 that only ten language skills ladders, rather than twelve, were actually constructed. A skills ladder was not constructed for "oral English vocabulary" or "oral Spanish vocabulary," because the only skill involved here is for students to use the new vocabulary words, which will be learned from listening and reading, in their discussions in class. Therefore, these two ladders would be "one-rung" ladders and thus need not be shown visually. The skill of using new vocabulary words when speaking is exercised in the many classroom activities which require class discussion.

The skills for "oral English grammar" are handled somewhat differently in the instructions for the activities than are the other language skills. Most activities specify which skills to emphasize. However, since the second rung of the "oral English grammar" skills ladder calls for students to "use a complete sentence in class discussion," it seemed unnecessarily redundant to specify this for every activity, because all involve some class discussion. Rather, you should be aware of this objective and always encourage the class to articulate complete sentences, especially after they have been introduced as a focal point in Chapter 2 in Spanish and Chapter 3 in English. Likewise, once pronoun substitution has been introduced in Spanish and English, you should encourage students to use pronouns in their class discussion during chapters 7 - 10.

FIGURE 1

A "SKILLS LADDER" FOR WRITTEN ENGLISH VOCABULARY


g) Write a definition for a word.
f) Use a vocabulary word in a sentence.
e) Match a word with its definition.
d) Write a sentence about a picture, using a new vocabulary word.
c) Write a short answer to a question about a picture.
b) Fill in the blank in a sentence, with or without a vocabulary list.
a) Match a picture with a sentence containing a new vocabulary word.
Harder
Easier
COME ON UP!
THIS ISN'T SO HARD!
WE'LL NEVER MAKE IT!
OH, COME ON, THERE'S A WAY!
THAT'S WHERE WE'RE GOING, GANG!
I LIKE HEIGHTS!

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In constructing the Student Workbook and Teacher's Guide, one, two, three or even four skills from each ladder were carefully chosen and built into the worksheets and activities for each chapter. With each succeeding chapter, new, harder skills are added and the easier ones are dropped, as students master them. Any given skill may be exercised for a chapter or two or three (depending on how hard it is to learn) before it is dropped. The specific skills chosen for each worksheet and each chapter are shown in the Scope and Sequence Chart for that chapter.

This scheme means that the type of exercises on the worksheets and activities will change from chapter to chapter as new skills are introduced. It also means that in any given chapter the exercises have a fairly wide range of difficulty. This guarantees that every student, regardless of his or her abilities on any ladder, will be able to do some exercises well (thus building confidence) and will be challenged by other exercises to build new skills.

Figure 1

SKILL LADDERS BUILT INTO WORKSHEETS AND ACTIVITIES

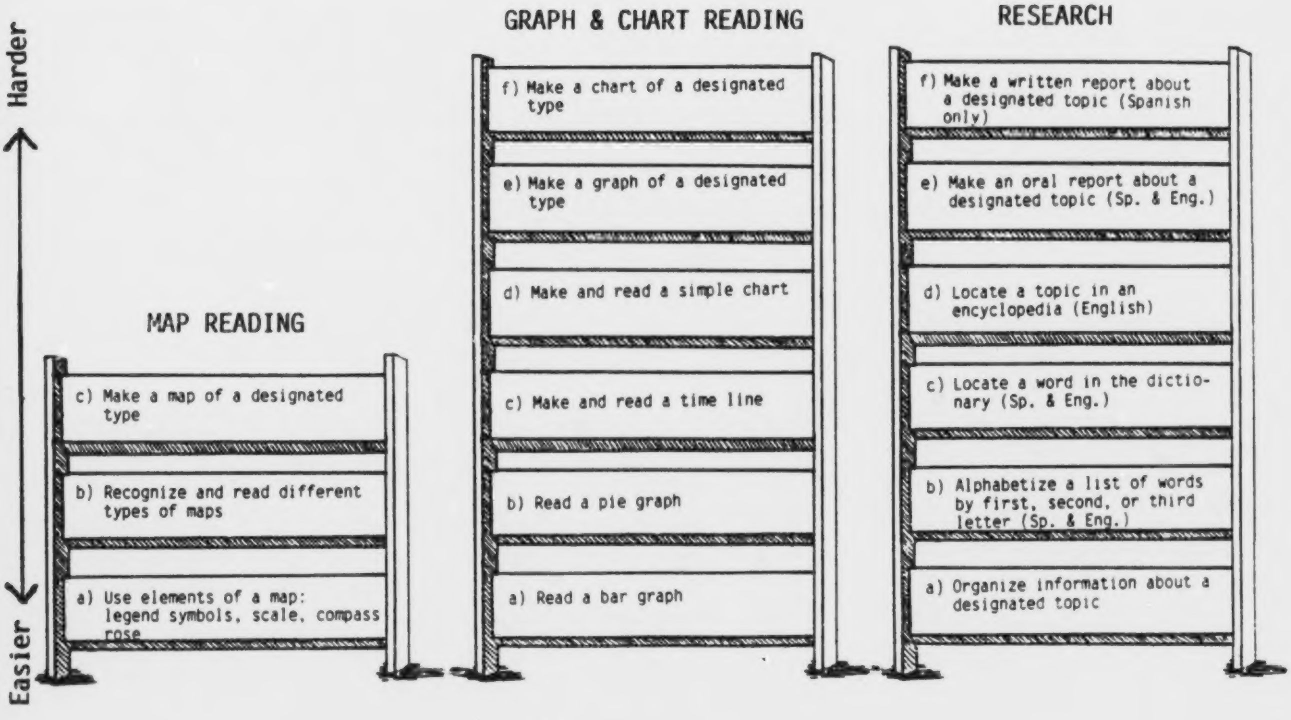

Harder
Easier
MAP READING
c) Make a map of a designated type
b) Recognize and read different types of maps
a) Use elements of a map: legend symbols, scale, compass rose
GRAPH & CHART READING
f) Make a chart of a designated type
e) Make a graph of a designated type
d) Make and read a simple chart
c) Make and read a time line
b) Read a pie graph
a) Read a bar graph
RESEARCH
f) Make a written report about a designated topic (Spanish only)
e) Make an oral report about a designated topic (Sp. & Eng.)
d) Locate a topic in an encyclopedia (English)
c) Locate a word in the dictionary (Sp. & Eng.)
b) Alphabetize a list of words by first, second, or third letter (Sp. & Eng.)
a) Organize information about a designated topic

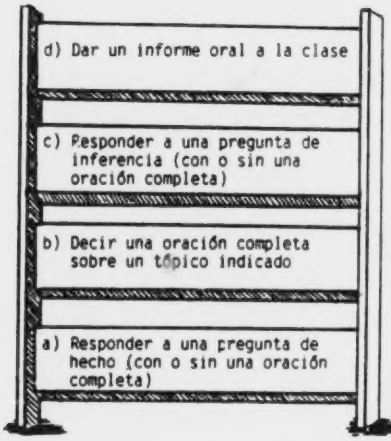
Figure 1 - continued

SKILL LADDERS BUILT INTO WORKSHEETS AND ACTIVITIES

Harder

Easier

ESPAÑOL ORAL // COMPRENSION



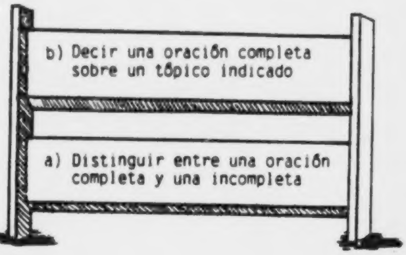
d) Dar un informe oral a la clase

c) Responder a una pregunta de inferencia (con o sin una oración completa)

b) Decir una oración completa sobre un tópico indicado

a) Responder a una pregunta de hecho (con o sin una oración completa)

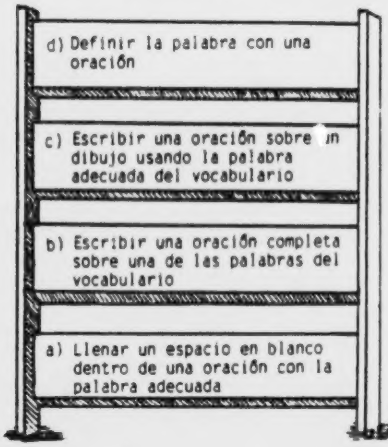
ESPAÑOL ORAL // GRAMATICA



b) Decir una oración completa sobre un tópico indicado

a) Distinguir entre una oración completa y una incompleta

ESPAÑOL ESCRITO // VOCABULARIO



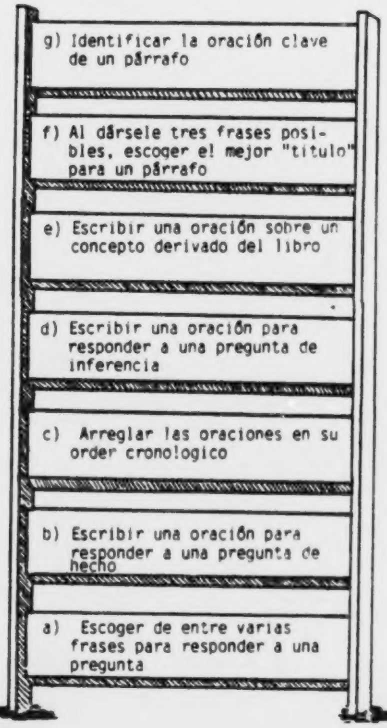
d) Definir la palabra con una oración

c) Escribir una oración sobre un dibujo usando la palabra adecuada del vocabulario

b) Escribir una oración completa sobre una de las palabras del vocabulario

a) Llenar un espacio en blanco dentro de una oración con la palabra adecuada

ESPAÑOL ESCRITO // COMPRENSION



g) Identificar la oración clave de un párrafo

f) Al dársele tres frases posibles, escoger el mejor "titulo" para un párrafo

e) Escribir una oración sobre un concepto derivado del libro

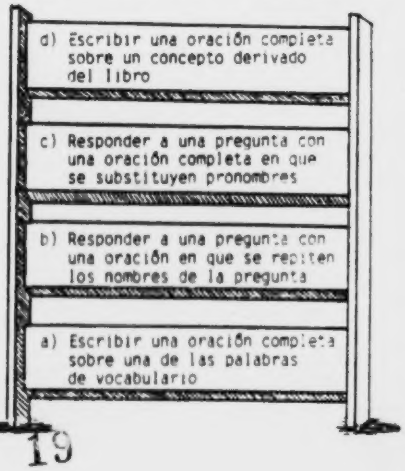
d) Escribir una oración para responder a una pregunta de inferencia

c) Arreglar las oraciones en su order cronologico

b) Escribir una oración para responder a una pregunta de hecho

a) Escoger de entre varias frases para responder a una pregunta

ESPAÑOL ESCRITO // GRAMATICA



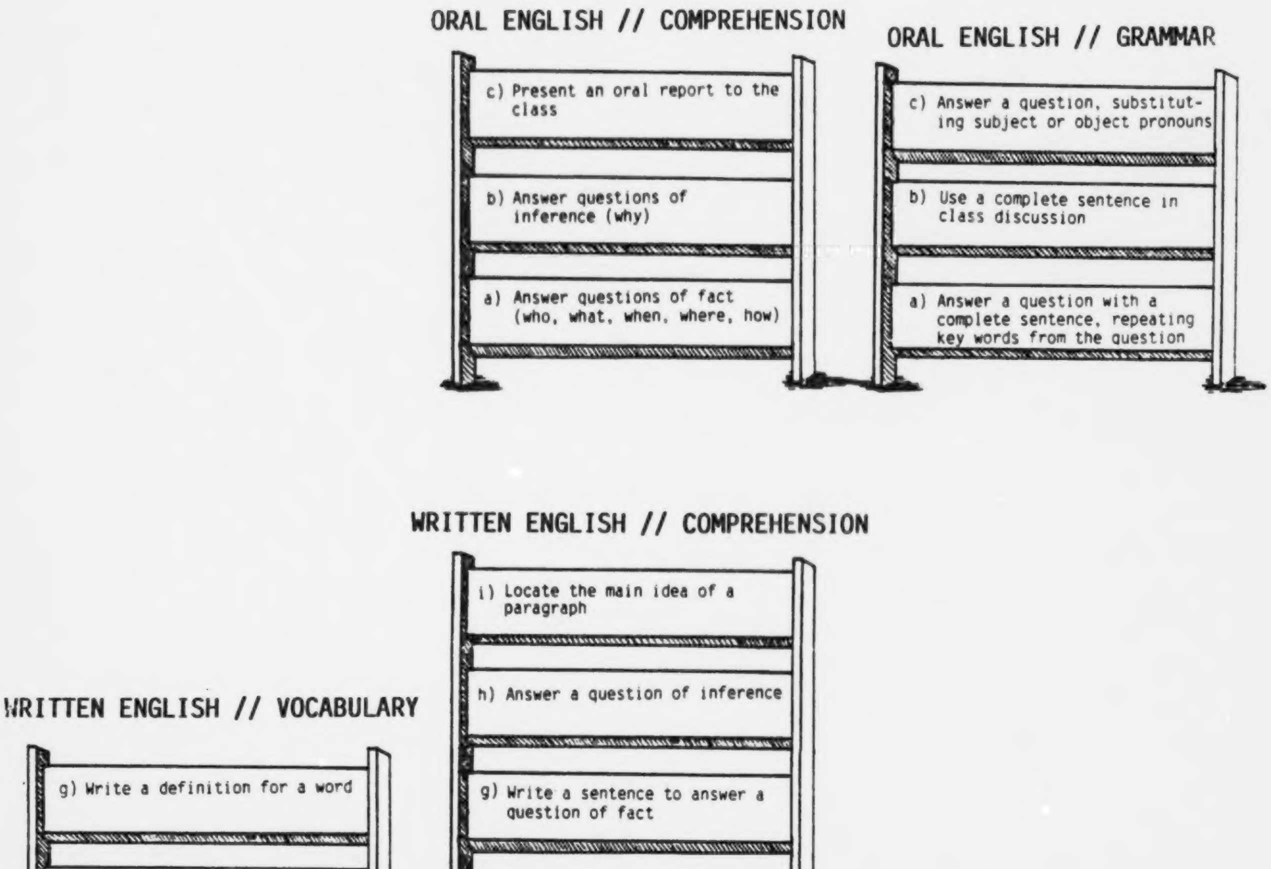
d) Escribir una oración completa sobre un concepto derivado del libro

c) Responder a una pregunta con una oración completa en que se substituyen pronombres

b) Responder a una pregunta con una oración en que se repiten los nombres de la pregunta

a) Escribir una oración completa sobre una de las palabras de vocabulario

Figure 1 - continued



ORAL ENGLISH // COMPREHENSION

c) Present an oral report to the class

b) Answer questions of inference (why)

a) Answer questions of fact (who, what, when, where, how)

ORAL ENGLISH // GRAMMAR

c) Answer a question, substituting subject or object pronouns

b) Use a complete sentence in class discussion

a) Answer a question with a complete sentence, repeating key words from the question

WRITTEN ENGLISH // VOCABULARY

g) Write a definition for a word

f) Use a vocabulary word in a sentence

e) Match a word with its definition

d) Write a sentence about a picture, using the appropriate vocabulary word

c) Write a short answer to a question about a picture

b) Fill in the blank in a sentence, with or without a vocabulary list

a) Match a picture with a sentence containing a new vocabulary word

WRITTEN ENGLISH // COMPREHENSION

i) Locate the main idea of a paragraph

h) Answer a question of inference

g) Write a sentence to answer a question of fact

f) Arrange sentences in a chronological order

e) Multiple choice of answers to a question

d) Write a short answer to a question of fact, with or without a picture as a clue

c) Fill in the blank in a sentence, with or without a vocabulary list

b) Indentify true/false statements

a) Match a picture with a sentence

WRITTEN ENGLISH // GRAMMAR

e) Answer a question using pronoun substitution for the subject or object

d) Correct a sentence in which pronouns are used incorrectly

c) Decide whether a pronoun is used correctly or incorrectly in a sentence

b) Choose, from a pair of sentences, the one in which pronouns are used correctly

a) Write a complete sentence to answer a question, repeating the key words in the question

CHAPTER 1: CALIFORNIA - OUR STATE

This chapter has three main themes;

(a) A map is a useful picture or representation of the world, or part of it. Maps can show directions, distances between places, and the kinds of land (or water) in different places.

(b) The major features of the earth are the seven continents and four oceans. The names and sizes of the continents and oceans are shown in the text.

(c) Some of the major divisions and roles in the government are the U.S. government (with a president and lawmakers), states and state governments, and counties and county governments.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "California's Geography, Weather and Water" (20 mins.)
Avis Films (out-of-print, but maybe in your district A-V library), 1956.

(2) "California's Geographical Regions" (11 mins.)
Barr Films (out-of-print, but may be in your library), 1963.

(3) "The Greatest Treasure" (11 mins.)
Avis Films (out-of-print, but may be in your district A-V library), 1957.

Chapter 1
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	1 - 7	1	The Earth, Globes and Maps	• Llena los espacios en blanco dentro de una oración (vocab.)	• Match a picture with a sentence (vocab., comp.) • Identify true/false statements (comp.)	• Use elements of a map (legend Symbols) • Read a globe
2	1 - 7	Learning about Globes	The Earth and Globes		• Answer a question of fact (comp.) • Answer a question of inference (comp.)	• Use elements of a map (legend symbols) • Read a globe
3	8 - 13	2	Land and Water Areas, Continents		• Match a picture with a sentence (vocab.) • Write a short answer to a question of fact with a picture as a clue (comp.)	• Use elements of a map (legend symbols) • Read a polar map • Recognize and read a physical map
4	8 - 13	El Origen de los continentes	Continents	• Responder a una pregunta de hecho (comp.) • Responder a una pregunta de inferencia (comp.)		• Use elements of a map (legend symbols) • Recognize and read a polar map
5	14 - 17	3	Directions on a Map	• Llena los espacios en blanco dentro de una oración (vocab.)	• Match a picture with a sentence (vocab., comp.) • Fill in the blank in a sentence (vocab., comp.) • Write a short answer to a question of fact (comp.)	• Use elements of a map (legend symbols, compass rose)

Chapter 1
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/Activity	Topic	Language Skills		Geography Skills
				Español	English	
6	14 - 17	Making and Using a Compass Rose	Directions		• Answer a question of fact (comp.)	• Use elements of a map (compass rose)
7	14 - 17	Treasure Hunt with a Compass	Directions on a Map			• Use elements of a map (legend, compass rose)
8	18 - 19	How to Estimate Distance on a Map	Distance on a Map			• Use elements of a map (legend symbols, scale)
9	18 - 19	4	Distance on a Map		• Write a short answer to a question of fact (comp.)	• Use elements of a map (legend symbols, scale)
10	20 - 31	5	Our Country, Our State, The People		• Fill in the blank in a sentence, using a vocabulary list (vocab., comp.) • Identify true/false statements (comp.)	• Read a bar graph • Make a bar graph • Read a pie graph
11	whole chapter	The Lost Continent	Continents			• Recognize and read a physical map • Use elements of a map (legend symbols)

LEARNING ABOUT GLOBES

Purpose

- To reinforce students' understanding of the globe as a model of the earth, and their knowledge of its most important features.

Materials

- large world map
- one or more globes
- 1 medium navel orange per 2 students
- 1 plastic picnic knife per 2 students
- 1 waterproof marker per 2 students
- 1 roll paper towels

(You will need your own orange, marker and knife for demostration purposes.)

Method

Review The Globe

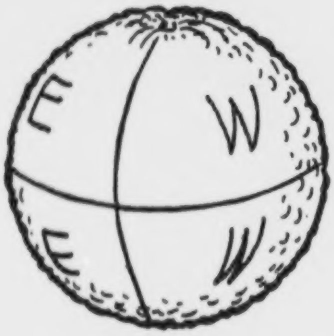
While the rest of the class is working independently, pull students out in groups of 5 and review with them the main features of the globe, including the continents and oceans.

Class Demonstration

1. Divide students into pairs. Give each pair paper towels to spread on the desk where they are working, a plastic knife, and a marker. Explain that you are going to pass out an orange to each team and that they must do nothing with their orange except what you tell them to do— but that if they follow directions, they will get to eat it.

2. Pass out an orange to each pair of students.

3. Ask the students to imagine that their orange is a globe. Have them place the "navel" uppermost. Ask them what the "navel" would be if the orange were a globe. (The North Pole.) What would the opposite end be? (The South Pole.) Where would the Equator go? On your own orange, draw the Equator with a marker and have the students follow your example. Then draw a line dividing the orange vertically through the "poles," and again have the students do likewise. Finally, have them write two large "E"'s, one above the Equator and one below, on one vertical hemisphere; then have them write two large "W"'s in the same way on the opposite hemisphere. Explain that "E" is for East and "W" is for West. Make sure all their oranges now look like this:



4. Have them cut through the skin of the orange (as little as possible into the flesh) all around the Equator. Then have them do the same along the line that divides the orange vertically. Then show them how to remove the peel in quarters, taking care not to pull the fruit apart.

5. When they have removed the quarters of skin intact, say: "One student from each team, use your pieces of orange skin to show me the Western Hemisphere." Students who hold up the two halves marked "W" may take half the orange and eat it.

6. Now say: "The other student from each team, use the orange skin to show me the Southern Hemisphere." The students who combine the two parts of the bottom half of the skin may eat the remaining portion of the orange.

Class Discussion

Lead a discussion using the world map. Which side is West on the map? (Left.) Which side is East? (Right.) Did it matter on which side of the orange you wrote "W", and on which side you wrote "E"? (No.) Why is that? (If the students are nonplussed, use the globe to show how East and West are relative: Japan is part of the "East," but it is "West" of America.)

Would it matter if globes had the North Pole at the bottom and the South Pole at the top? (No.) Would it matter if maps were all drawn the other way up, so that "South" America was near the top of the globe and "North" America near the bottom? (No.) Why not?

Lead the students toward the understanding that placing north at the top of globes and maps is an arbitrary convention people decided on a long time ago, so that everyone all over the world would read directions on globes and maps in the same way. However, it is worth pointing out that the four directions themselves are not arbitrary. "East" means "toward the rising sun." "West" means "toward the setting sun." People have always found their way using the position of the sun. Moreover, once people discovered that the world was round, "North" and "South" meant the two points farthest away from the Equator— i.e., the poles.

EL ORIGEN DE LOS CONTINENTES

Las Metas

- Para reinforzar en los alumnos la comprensión de los elementos básicos de la geografía física;
- Para introducirles la historia de la tierra, y en particular las grandes masas terrestres;
- Para mejorar sus habilidades de lenguaje oral.

Los Materiales

- Una copia para cada alumno de la hoja ilustrada "El desarrollo de los continentes"
- La esfera

El Método

1. Distribuya a cada alumno una copia de las ilustraciones.

2. Lea a los alumnos el texto siguiente, pausando cuando sea necesario para responder a preguntas, apuntar algo en la esfera o ilustrar una punta con un dibujo en la pizarra:

   Aparte de los cambios violentos que crean los terremotos o las grandes erupciones volcánicas, la tierra nos parece bastante fija, por lo que le llamamos "la tierra firme." Pensamos en las montañas, los valles y los ríos como rasgos permanentes de la cara del planeta, pero en realidad no son. Vivimos nosotros un rato cortito, y toda la historia de la raza humana representa nada más un momento en la historia de la tierra. Hemos existido por tal vez dos millones de años, pero se cree que nuestro planeta ha durado por cuatro mil millones. Durante todo este tiempo, tan largo que la mente no puede agarrarlo a menudo, ha seguido cambiándose la tierra llamada fija.

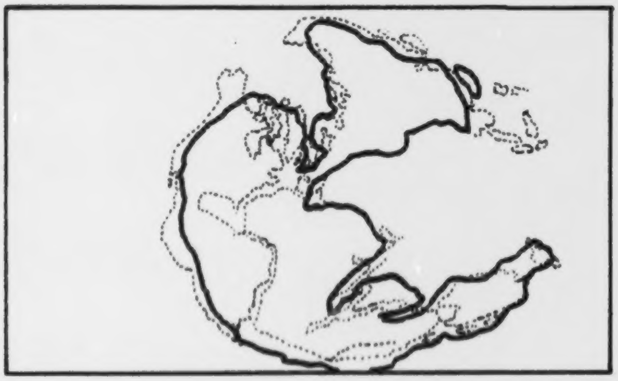
   Los cambios más lentos y mas tremendos son los movimientos de los continentes. Estas grandes masas terrestres están montadas encima de inmensas hojas de piedra que se mueven continuamente sobre el interior caliente y fundido del planeta. Estas hojas de piedra se llaman los platos tectónicos y juntos forman la corteza de la tierra. Los terremotos y los volcanes son los resultados más visibles de los movimientos de los platos tectónicos, que han dejado agrietadas y quebradas las masas de los continentes. Además muchas de las grandes cordilleras del mundo se formaron cuando se empujaban juntos dos platos tectónicos, de modo que la tierra encima de ellos se arrugaba como una sábana. Este proceso sigue hasta hoy en los Andes de Sur América y en las grandes montañas de India.

Hace como doscientos millones de años toda la tierra firme estaba junta en un "super-continente" llamado Pangaea (que se pronuncia Pan-guaya), como se puede ver en la ilustración no. 1. Mientras millones de años, con los movimientos seguidos de los platos tectónicos, gradualmente se quebró Pangaea por lo que los continentes se separaron y caminaron hacia las posiciones que hoy ocupan, como muestra la ilustracion no. 4. Muchas características de la tierra como la conocemos son de origen muy reciente; por ejemplo, la America del Sur y la America del Norte estaban completamente separadas hasta como hace dos millones de años, y un mar dividía Africa de Europa hasta como hace diez y ocho millones de años (la ilustración no. 3). Había otro proceso que contribuía a esos cambios; por millones de años se bajaba despacio el nivel del mar, así que muchos terrenos bajos alrededor de las orillas de los continentes se secaban y se convertían en partes de la tierra firme. El resto de estos terrenos bajos se quedan sumergidos y se llaman hoy los bajíos continentales. 1

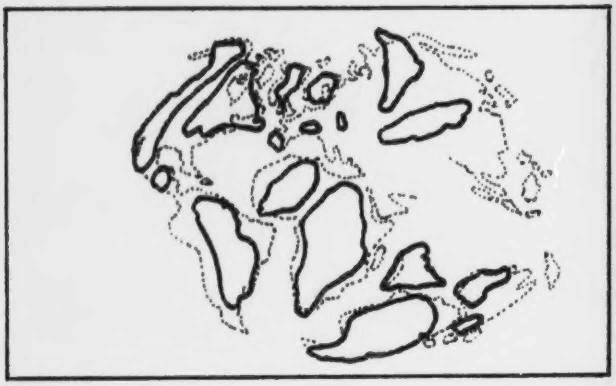
3. Encabece una charla sobre los continentes. ¿De qué continente vienen los indios? ¿De que continente vienen los chinos y los vietnameses? ¿De qué continente viene la gente negra? ¿De qué continente vienen los españoles, los franceses y los ingleses? Lleve los alumnos a la idea que hay distintas "razas", o mejor distintos grupos étnicos, que tienen su origen en los varios continentes. Explique que la población de California mezcla las gentes de todos los continentes, y que el libro La Historia de California trata de cómo llegaron estas varias gentes en nuestro estado.

4. Mándeles que miren el mapa del mundo, en la página 8. Se dice allí que hay siete continentes. Las Américas, Australia, Africa, y Antartica son cada una claramente distintas, pero no es así con Asia y Europa. ¿Por qué se describe Europa como continente, cuando en el mapa parece ser la parte oeste más extrema de Asia? (Lléveles a comprender que los europeos, es decir la gente blanca, dieron a los continentes los nombres que hoy usamos, y por eso se define Europa como continente distinto de Asia.) Dígales que van a descubrir con este libro por qué las Américas, dos continentes distintos, tienen el mismo nombre.

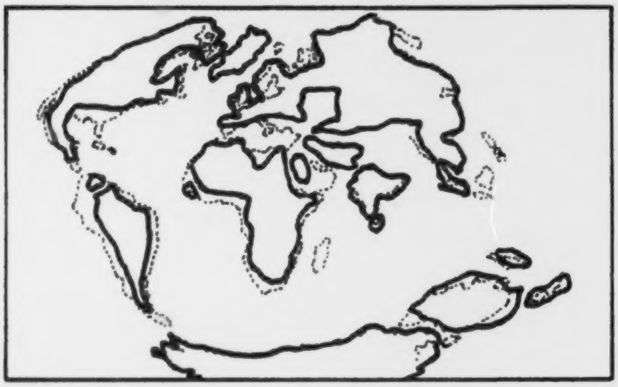
EL DESARROLLO DE LOS CONTINENTES



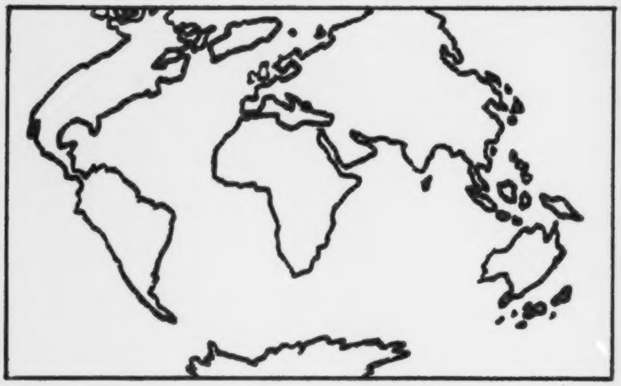
1. Hace docientos millones de años había solamente un continente. Las lineas quebradas indican las posiciones de los continentes de hoy dentro de esta masa terrestre.



2. Hace cien millones de años, Norte América habiá empezado de separarse de Europa. Había subido el nivel del mar hasta que se quedaban nada más algunas islas separadas por mares no profundos.



3. Hace cincuenta millones de años, se había abierto el océano Atlántico pero Sur America e India aún estaban islas. Africa también se separaba de Europa.



4. Los continentes de hoy día.

MAKING AND USING A COMPASS ROSE

Purpose

- To reinforce student knowledge of the cardinal and collateral points of the compass. 1

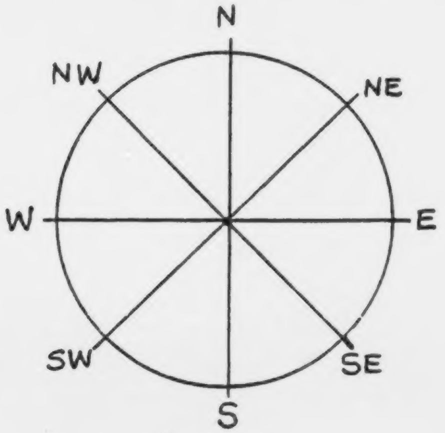
Materials

- Adhesive tape
- 1 sheet notepaper per student
- 1 ruler per student
- Pencils
- At least 6 pocket compasses

Method

1. Explain to students that they are going to use compasses to orient themselves in the classroom. Pass out a sheet of notepaper, a ruler , a pencil, and four short lengths of tape to each student. Have the students tape their sheets of paper to the corner of their desks (or to the area of the table in front of them, if they do not have individual desks).

2. Assign independent work while you circulate with 5 compasses. Show small groups of students how to make a compass rose (una rosa de los vientos) on their paper. First, put the compass down on the paper and trace a circle around it so as to keep it accurately positioned. Then rotate the compass until the needle is pointing North, mark that point on the circular outline and label it "N." Next, mark off the other cardinal points in the same way, making sure the compass remains correctly aligned. Then mark off the collateral points. Finally remove the compass and draw lines between opposite points to complete the compass rose, like this:



Continue until each student has drawn her/his compass rose correctly. (Of course the directions will be off several degrees because of the difference between true and magnetic North; if you wish to explain this difference, by all means do so. However, the exercise in its simpler form should be adequate for this level.)

3. Have the students use their compass roses to answer questions about the relative locations of objects and people in the room; e.g.: "In what direction is Pablo's desk from the big chalkboard?" "In what direction is Rosita sitting from you, Herminio?"

TREASURE HUNT WITH A COMPASS

Purpose

- To reinforce students knowledge of the points of the compass;
- To teach students to use a compass.

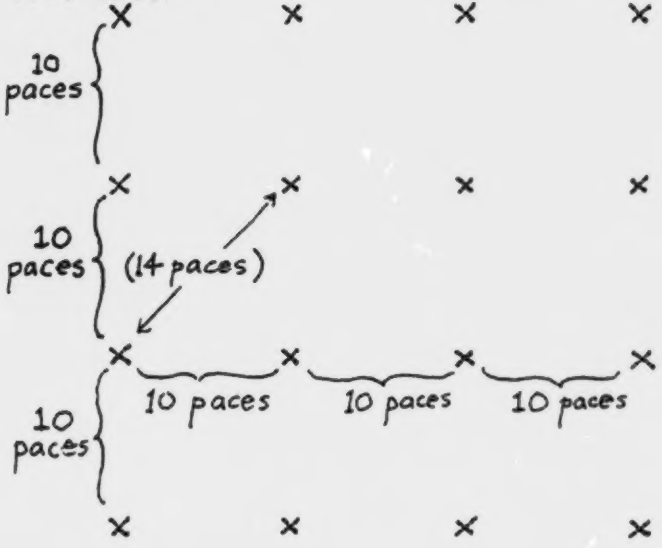
Materials

- Chalk
- 5 compasses
- 5 treasure maps and lists of clues
- 5 bricks or brick-size rocks
- Rewards (treasures) of your choice for students

Method

Preparations Before Class

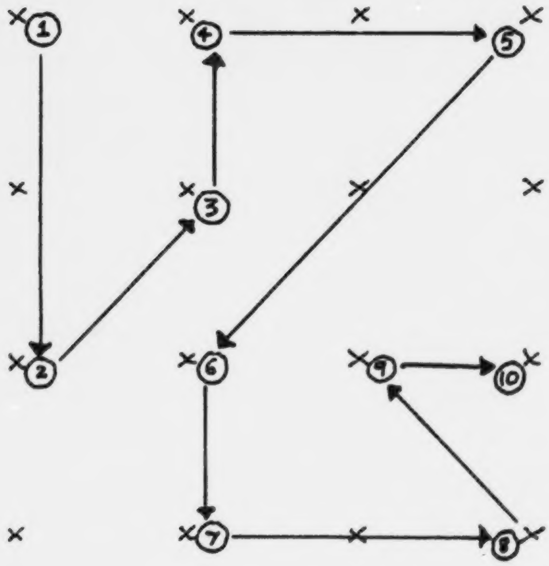
1. In the middle of the playground use chalk to make a grid of 16 "X's" which will serve as landmarks for a treasure hunt, like this:



The paces should be student-sized. The grid could be marked at the beginning of class, or in the morning or the night before if it will not be obliterated.

2. Prepare 5 "treasure maps" and 5 lists of clues, so that 5 groups of students can work simultaneously. The "treasure map" is for you to use to know whether the students are using the compass correctly. The list of clues is for the students to use.

Here is a sample "treasure map" and a list of clues:



CLUES

1. S 20 paces
2. NE 14 paces
3. N 10 paces
4. E 20 paces
5. SW 28 paces
6. S 10 paces
7. E 20 paces
8. NW 14 paces
9. E 10 paces
10. Look for treasure

The Treasure Hunt

3. To follow the clues, a team of 2 will use a list of clues and a compass for telling directions. If the above list of clues were for team A, they would get to the "X" where 10 is on the map and find a brick or rock; under that would be a note which team A could use as a token for a "treasure" or reward. If the team follows its clues correctly, it will end on the "X" with the brick for that team; if it does not, it will end on an "X" with no brick (or a brick for another team)!

   Five teams of two students can do the treasure hunt simultaneously. Watch them, using the "treasure maps" for reference, to make sure they are following the clues correctly. An aide can supervise the rest of the class in the classroom while the teams are doing the exercise.

4. If this version of the game seems too easy, there are several variations possible, in ascending order of difficulty:
   (a) create a larger square grid (say, 5 or 6 points on a side) with more legs to each course;
   (b) procede as above but erase the points after you have marked them out;
   (c) mark out five courses of 10-15 points at random on the playground and erase them. (This is of course more work for you, since it involves walking each course and recording it precisely as you go).

HOW TO ESTIMATE DISTANCE FROM A MAP:
PART I: THE TECHNIQUES

Purposes

- To teach students how to use the scale on a map to estimate the real distance between places; 1
- To teach students to measure accurately;
- To familiarize students with the English and metric measurement systems.

Materials

- Copies (ditto or xerox) for every student of three pages from this activity: the page with the San Francisco Bay Area maps; the two pages with the drawings of the "pencil-point" method for estimating distance;
- A ruler for each student with millimeters and inches;
- A sharp pencil for each student.

Method

Read all of the material for the activity and duplicate the pages for the students. Then, in class, read or explain to the students the following section called "estimating distance from a map," while they follow along and work with the handouts.

You will notice that pages 18-19 of the text give exercises in estimating distance from a map but do not explain how to do it. Thus, we recommend that the class do this activity first (i.e. before reading pages 18-19) to learn the techniques; second, that they do the practice exercises to get more supervised practice; third, that they do worksheet 4 for individual practice; and finally, that they read pages 18-19.

Distances on a map can be measured by the English system (inches) or the metric system (millimeters). The real life distances can be estimated in the English system (miles) or metric system (kilometers). This gives four possible situations:

		Estimated Real Distance	
		Miles	KM
Measured Distance on Map	inches	1	2
	mm	3	4

If this is confusing for adults, it is even more difficult for students trying to learn this skill. Being bilingual means being able to use two sets of measuring systems as well as two languages!

We strongly recommend that students use only the millimeter ruler for making measurements on the map regardless of whether the real distance is to be estimated in miles or kilometers — because millimeters are *so* much easier to read on the ruler and because it narrows their practice to only two measurement situations (3 and 4). Cheap plastic rulers with both millimeters and inches are readily available. However, if the rulers in class have only inches on them, it may be necessary to instruct students in reading inches on the ruler before starting this activity.

Estimating Distance From a Map

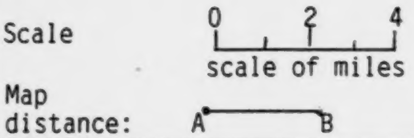
When estimating real distance from a map, there are two different measurement situations:

(1) the distance being measured on the map is *shorter* than the map scale;

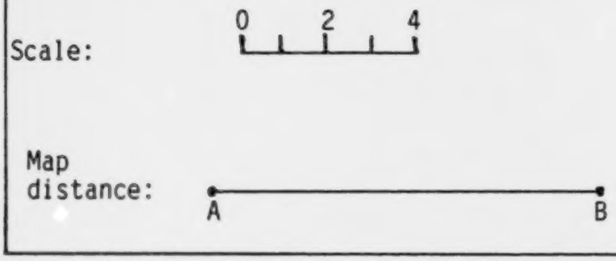
(2) the distance being measured on the map is *longer* than the map scale.

The methods for estimating distances are different in these two situations, as follows:

1. Map distance shorter than scale: → Use "direct method"



2. Map distance longer than scale: → Use "pencil-point method"



"Direct Method." The first situation is easier so let's do that one first. See the map of the San Francisco-Sacramento area with a scale in miles.

How far is it in miles from the middle of San Francisco to the middle of Oakland? To answer this question, two steps are necessary:

Step 1: Measure the distance on the map from the middle of San Francisco to the middle of Oakland in millimeters. This distance is 18 mm. (11/16").

Step 2: Now hold the ruler up against the scale of miles on the map, with the end of the ruler at the "0" mark on the scale of miles. Where does the 18 mm. (11/16") mark fall on the scale of miles? At about the 15 miles point.

It is about 15 miles ("as the crow flies") from the middle of San Francisco to the middle of Oakland.

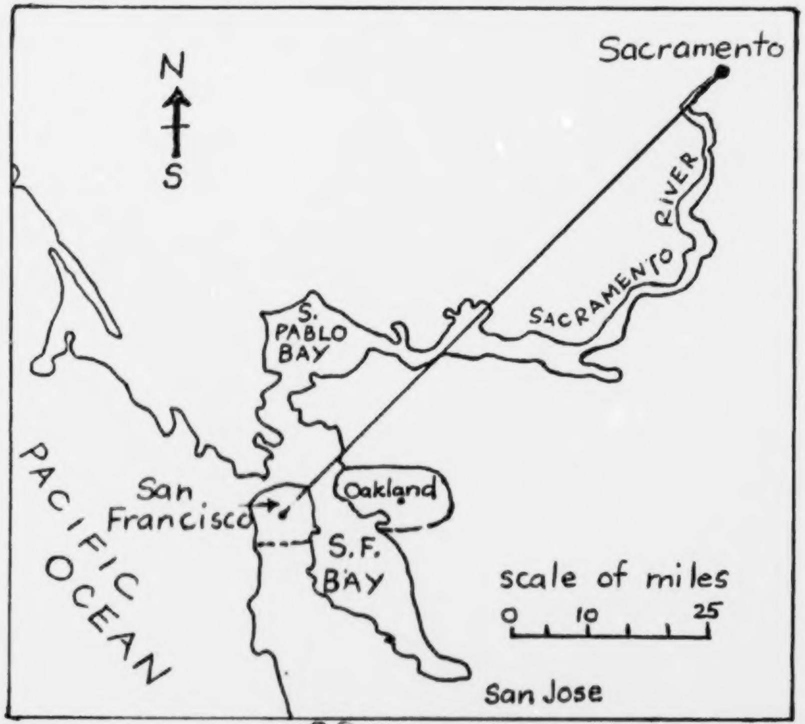
"Pencil point Method." Use this method when the distance on the map is longer than the scale. This is the more common situation for measuring distance on a map.

Notice the distance from San Francisco to Sacramento. This distance is clearly longer than the scale of miles.

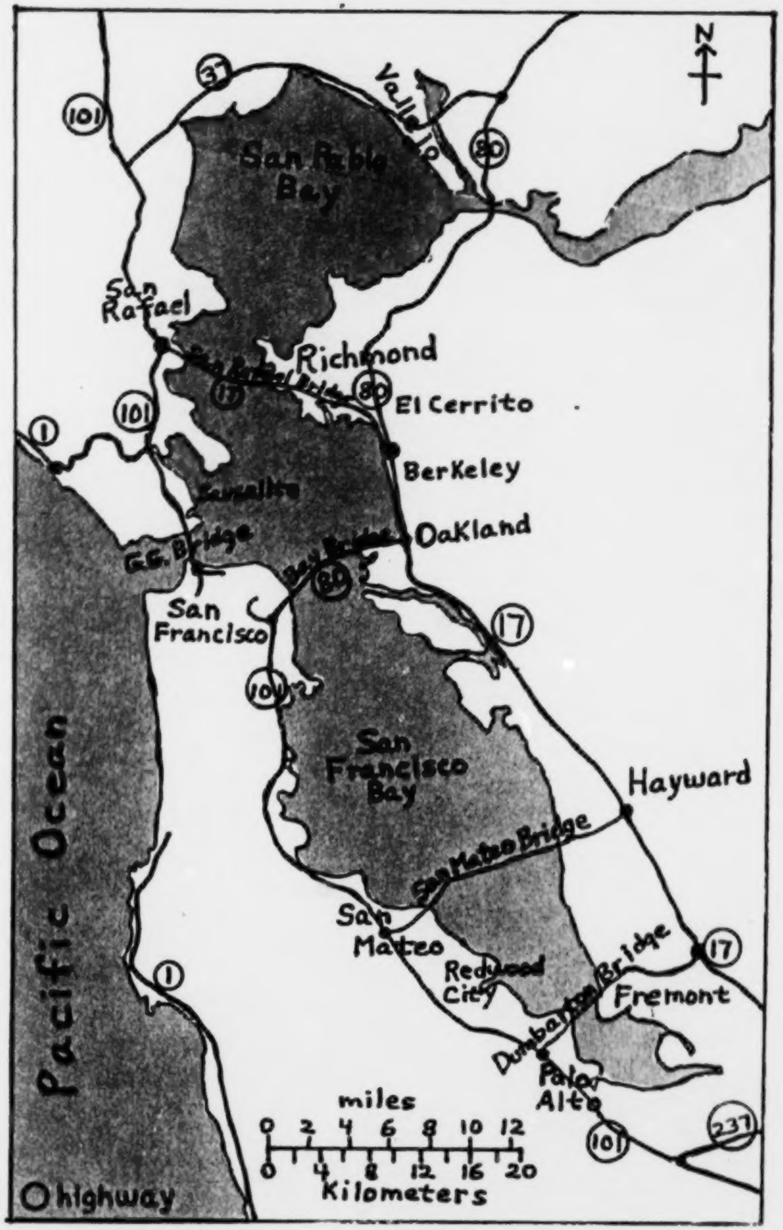
How far is it in miles from San Francisco to Sacramento? Using the "pencil-point method" to estimate this distance, there are six steps, as seen in the following chart (the handout). In Step 1 measure the "scale of miles" on the map. In this example, it is about 29.5 mm—not a nice, even round

San Francisco Bay Area Maps
for Chapter 1 Activity:
How To Estimate Distance From a Map

San Francisco Bay Area - Sacramento


N
S
Sacramento
SACRAMENTO RIVER
S. PABLO BAY
San Francisco
Oakland
S.F. BAY
PACIFIC OCEAN
scale of miles
0 10 25
San Jose

San Francisco Bay Area Highways and Bridges


N
37
101
Vallejo
80
San Pablo Bay
San Rafael
San Rafael Bridge
Richmond
17
80
El Cerrito
1
101
Berkeley
Sausalito
G.G. Bridge
Bay Bridge
Oakland
80
San Francisco
17
101
San Francisco Bay
Hayward
San Mateo Bridge
Pacific Ocean
San Mateo
Redwood City
Dumbarton Bridge
17
Fremont
1
Palo Alto
101
237
miles
0 2 4 6 8 10 12
0 4 8 12 16 20
Kilometers
highway

number. So just hold your fingernail on that spot on the ruler to show how far 25 miles is.

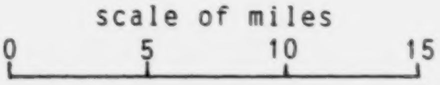
Then, move the ruler along the line — as shown in Steps 2, 3, and 4 — carefully putting your pencil point where the fingernail stops each time. It is necessary to add the miles in your head as you go. So concentrate! 1

When you get to the last measurement, read on the millimeter ruler the distance left over (Step 5). Finally, hold the ruler up against the scale of miles to see how far the left-over distance is in miles and add it to the total so far. That gives you the grand total in miles from San Francisco to Sacramento.

You may notice that steps 5 and 6 are really the "direct method" that we used for measuring the distance from San Francisco to Sacramento. So the "pencil-point method" really includes the direct method, too.

Some Final Pointers. Not all measurements by the "pencil-point method" will be quite as simple as the San Francisco-Sacramento example. For one thing, the line between the points on the map will be imaginary — it will not be drawn in. Also, in many cases you may have to move the ruler several times. Finally, when you measure the distance along a road or highway (instead of measuring "as the crow flies" as we did here) you cannot simply move the ruler in a straight line. You have to move it carefully along the curves in the highway, because those curves make the road much longer than if it were straight.

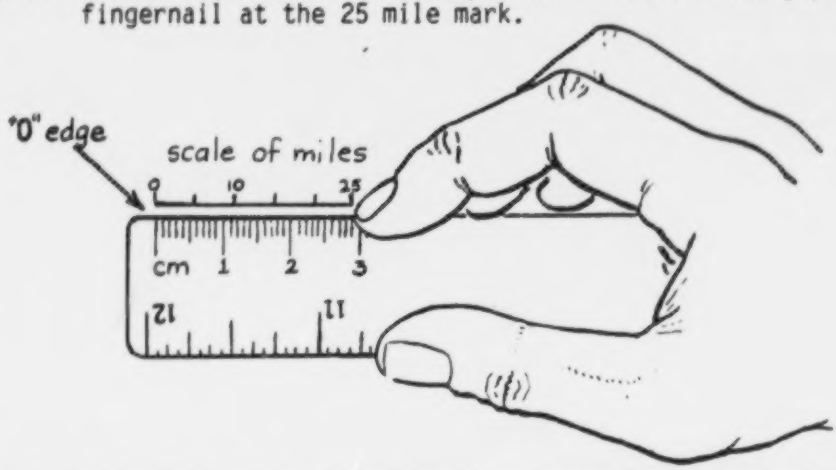
Also, you may have noticed that you don't have to measure the entire scale of miles on the map. Suppose the map scale goes to 15 miles, like this:



To use the entire scale, you would have to add 15 + 15 + 15 and so on in your head. For people who are quick with numbers, that's OK. But it would be easier just to have measured to the "10" mark on the scale with your fingernail and then added 10 + 10 + 10, etc. Everyone can add by 10's! So, use whatever number on the scale will be easy to add in your head (e.g. 5, 10, 20, 25, 100, etc.)

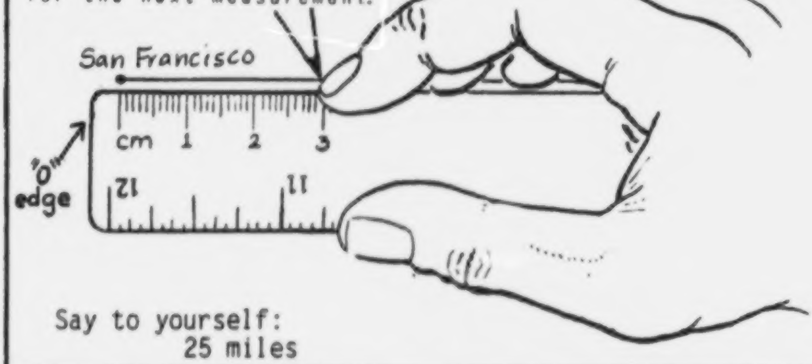
THE "PENCIL POINT" METHOD
for
Measuring Distance on a Map

Step 1. Measure the scale on the map with a ruler. Hold your fingernail at the 25 mile mark.


"0" edge
scale of miles
0
10
25
cm
1
2
3
12
11

Step 2. Start with the "0" edge on San Francisco to measure the first part of the line. Where your fingernail falls is 25 miles.

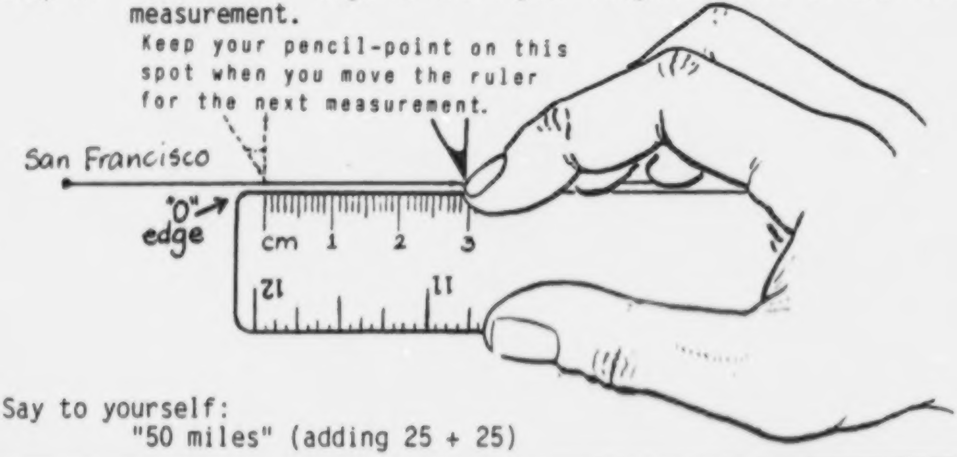
Keep your pencil-point on this spot when you move the ruler for the next measurement.


San Francisco
"0" edge
cm
1
2
3
12
11

Say to yourself:
25 miles

Step 3. Move the "0" edge to where your fingernail was on the first measurement.

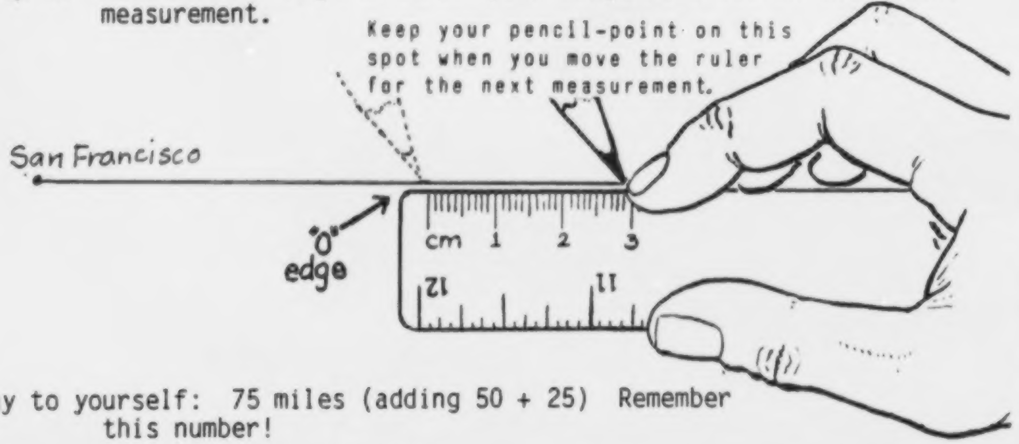
Keep your pencil-point on this spot when you move the ruler for the next measurement.


San Francisco
"0" edge
cm
1
2
3
12
11

Say to yourself:
"50 miles" (adding 25 + 25)

THE "PENCIL POINT" METHOD
for
Measuring Distance on a Map (continued)

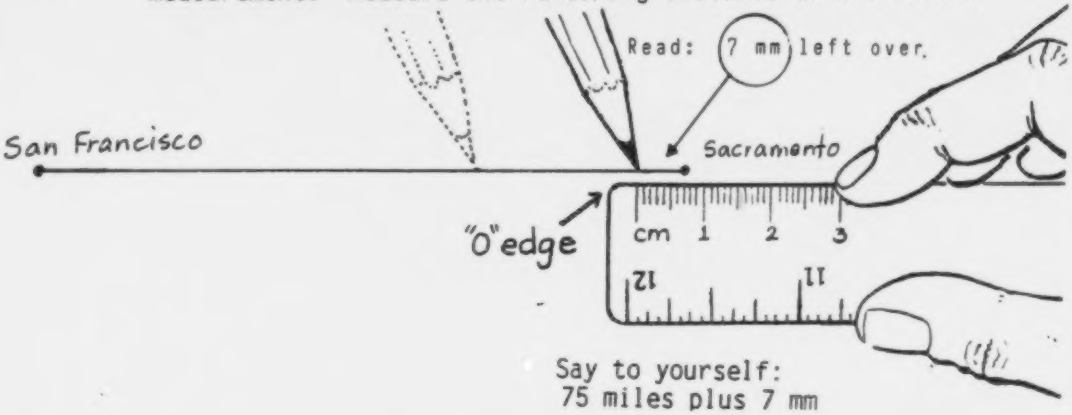
Step 4. Move the "0" edge to where your fingernail was on the second measurement.


Keep your pencil-point on this spot when you move the ruler for the next measurement.

San Francisco
"0" edge
cm 1 2 3
12 11

Say to yourself: 75 miles (adding 50 + 25) Remember this number!

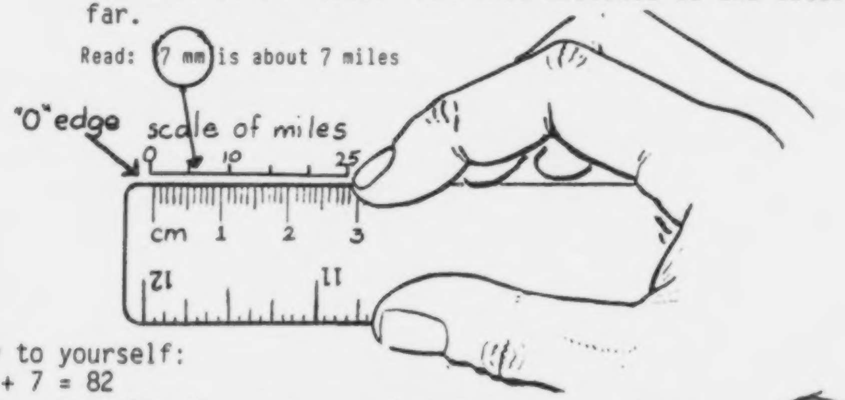
Step 5. Move the "0" edge to where your fingernail was on the third measurement. Measure the remaining distance on the ruler.


Read: 7 mm left over.

San Francisco
Sacramento
"0" edge
cm 1 2 3
12 11

Say to yourself:
75 miles plus 7 mm

Step 6. Look at the scale of miles to see how far the remaining distance is in miles. Add that distance to the total so far.


Read: 7 mm is about 7 miles

"0" edge
scale of miles
0 10 25
cm 1 2 3
12 11

Say to yourself:
75 + 7 = 82
It is about 82 miles from San Francisco to Sacramento.

42

BEST COPY AVAILABLE

HOW TO ESTIMATE DISTANCE FROM A MAP:
PART II: PRACTICE EXERCISES

Purposes

- To give students practice in using the methods for estimating the real distances that were introduced in Part I:
- To give students practice in estimating distance in miles and kilometers and to get a feel for the relationship between them;
- To familiarize students with the major highways and cities in the San Francisco Bay Area, their locations, and the distances between them.

Materials

- Copy (ditto or xerox) of the map of the San Francisco Bay Area Highways and Bridges (Note: This map is on the same page as the other Bay Area map used for Part I, and thus will already be distributed to students for Part I of the activity.)
- A ruler for every student with millimeters and inches.

Method

Ask students to look at their maps and estimate the distances below. The exercises are separated into the "direct method" for estimation and the "pencil-point method" (see Part I for explanations).

It may be useful to have students work in groups of two so they can help each other. If a student (or group) gets the wrong answer for a particular question, have them review their procedures with you so they can see where they made their errors.

Many of these measurements require students to move the ruler along the curves in a highway rather than simply move it in a straight line. It may be necessary to give extra help doing this, especially turning the ruler around a sharp curve without advancing the ruler along the highway.

Use the "Direct Method" of Estimation for these Questions:

1. How far is it in miles from Highway 101 to 17 across the Dumbarton Bridge? (10 miles)

2. How far is it in miles across the San Mateo Bridge from the west shore of the bay to the east shore? (7 miles)

3. How far is it in miles across the Bay Bridge from Oakland (at I-80) to San Francisco (at 101)? (7½ - 8 miles)

4. How far is it in miles from San Francisco across the Golden Gate Bridge to the point where highways 101 and 1 meet? (4½ - 5 miles)

5. How far is it in kilometers across the Golden Gate Bridge from shore to shore? (2 kilometers)

6. How far is it in kilometers from the intersection of highways 101 and 17 across the San Rafael bridge to the intersection of highways 17 and 80 just north of Berkeley? (20 km)

7. How far is it in kilometers along highway 101 from San Mateo to Palo Alto? (about 18 km)

8. How far is it in kilometers across the Bay Bridge from shore to shore? (5 - 6 km)

Use the "Pencil Point Method" of Estimation for these Questions:

9. How far is it in miles from where highway 80 meets 101 South to San Mateo? (18 - 19 miles)

10. How far is it in miles from Oakland to Hayward along highway 17? (18 - 19 miles)

11. How far is it in miles across highway 37, from 101 to 80? (about 22 miles)

12. How far is it in miles along highway 101 from highway 37 to highway 237? (Note: have students measure straight across San Francisco where 101 stops.) (65 miles)

13. How far is it in kilometers from Oakland to Hayward along highway 17? (28 km)

14. How far is it in kilometers from where highway 1 begins on the San Francisco peninsula to the bottom of the map? (36 km)

15. How far is it in kilometers from San Mateo to Hayward across the San Mateo bridge? (22 km)

16. How far is it in kilometers across highway 37 from 101 to 80? (about 31 km)

THE LOST CONTINENT

Purposes

- To reinforce the students' knowledge of the geographical features introduced in this section; 1
- To introduce the students to the art of cartography or map-making;
- To stimulate their interest in physical geography and map-reading.

Materials

- A large world map
- The handout map sheets from "El Origen de los Continentes"
- Pencils
- Color pencils or crayons
- Ball-point or felt-tip pens
- White drawing paper, 11" x 17"

Method

1. Review the present continents on the world map. Explain that the people of Europe have only known about North and South America for four hundred years. Before that no one in Europe knew what lay to the West of Africa, in the Atlantic Ocean. Over two thousand years ago, many Europeans believed that there was another continent in the middle of the Atlantic Ocean. Some of them called this continent Atlantis. Later, when people going across the Atlantic did not find Atlantis, many people thought that this continent had gone under the ocean because of a big earthquake. For this reason it was called the "Lost Continent." Today some scientists think that "Atlantis" was a real place, but that it was not in the Atlantic Ocean at all. Instead, it was in the Aegean Sea, where the island of Crete is now. (Point these out on the map.) We know that five or six thousand years ago the Island of Crete was much bigger and that the people who lived there had many things that the Greeks at that time did not have, like big ships, weapons made of metal, beautiful buildings of

stone, and even baths and showers. But then two volcanoes on the island exploded, so that much of the island went under the water.

Also, a hundred million years ago, there was something like a "continent" in the middle of the Atlantic. (Have the students look at Figure 2 on the handout sheet.) It was between what are now South America and Africa. In time, it became part of Africa. (Have them look at Figure 3.)

Pass out the drawing paper, and if necessary the pencils and/or crayons, etc.

2. Have the students draw their own maps of the Lost Continent. They can draw either the continent in the middle of the Atlantic, or the big island that Crete was once part of. Since no one knows exactly what shape these places were, they can make up their own geography. Tell them to include all the features shown in Worksheet 2 and to use the map as a model. If they like, they can also draw in cities and other buildings, roads, and so on. They may also want to imagine what kinds of animals live there; they can invent animals too, if they choose. They should outline their maps in pencil first, then use ink pens to trace the final drawing. When all the features they want to include have been drawn in, they should color their maps using the world map as a guide— dark green for forests and jungles, light green for fields and grass lands, yellow for desert, brown for mountains, blue for water.

   (Make sure that the maps are preserved, since they will be added to in a later exercise.)

3. Next, have the students put a compass rose (or at least a "North" indicator) on their maps, and a scale of miles. Encourage them to think carefully about the scale, using the polar maps in the book as a guide.

4. Have the students make a series of measurements of their imaginary islands using their scale as follows:

   (a) width at the widest point,
   (b) width at the narrowest point,
   (c) length of mountain chains,
   (d) distances between major towns and cities,
   (e) width of bays, inlets, etc.,
   (f) approximate area of entire land mass,
   (g) any other measurements that seem appropriate for the map.

Students should record this information, along with anything they have written about plant and animal life, local products and customs, etc., and copy it on sheets which can be attached to their maps. If you like, the students can assemble their maps and information into an atlas. 1

5. Use the maps as the basis for a review and discussion of physical geography facts learned in this chapter.

CHAPTER 2: CALIFORNIA: THE LAND

There are two main themes to emphasize in teaching this chapter:

(a) California contains five distinct types of land: coast, coastal mountains, central valley, Sierra Nevada mountains, and desert. 2

(b) Geographical features (or type of land) greatly influence the climate, plant life, agriculture, recreation, and transportation in that area.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "California's Geography, Weather and Water" (20 mins.) Avis Films (out-of-print, but maybe in your district A-V library), 1956.

(2) "California's Geographical Regions" (11 mins.) Barr Films (out-of-print, but may be in your library), 1963.

(3) "The Greatest Treasure" (11 mins.) Avis Films (out-of-print, but may be in your district A-V library), 1957.

Chapter 2
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1)	36 - 39	6	The Coast		• Fill in the blank, with a vocabulary list (vocab., comp.) • Match a picture with a sentence (voc., comp.) • True/false (comp.) • Write a short answer to questions of fact (comp.)	
2)	40 - 43	7	Coastal Mountains, Central Valley		• Match a picture with a sentence (voc., comp.) • True/false (comp.) • Fill in the blank (voc., comp.) • Write a short answer to a question of fact. (comp.)	
3)	44 - 47	8	Sierra Nevada Mountains, the Desert		• Match a picture with a sentence (voc., comp.) • Fill in the blank (voc., comp.)	• Read a map
4)	36 - 47	California Geography Review	Coast, Mountains		• Answer questions of fact (comp.)	

Vocab. = vocabulary skill Comp. = comprehension skill Gram. = grammar skill

Chapter 2 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/Activity	Topic	Language Skills		Geography Skills
				Español	English	
5)	48 - 49	9	Natural Resources	• Responder a una pregunta de hecho con una oración completa (vocab.)	• Multiple choice (fill in the phrase) to complete a sentence (comp.)	• Read a map
6)	50 - 55	10	Climate and Rainfall		• Match a picture with a sentence (vocab., comp.) • True/false (comp.) • Fill in the blank (vocab., comp.)	• Read a bar graph
7)	50 - 55	Water Cycle Game	Rainfall		• Answer a question of fact (comp.)	• Organize information about a designated topic (research)
8)	50 - 55	Water Use Game	Use of natural resources		• Answer a question of fact (comp.)	• Organize information about a designated topic (research)
9)	Whole chapter	Para Discutir: Tierra y Agua	Use of natural resources	• Responder a una pregunta de hecho con una oración completa (comp., gram.)		
10)	Whole chapter	Oraciones Completas y Incompletas	Oraciones Completas	• Distinguir entre una oración completa y una incompleta (gram.)		
11)	Whole chapter	Responder con una Oración Completa	Oraciones Completas	• Responder a una pregunta de hecho con una oración completa (comp., gram.)		

Vocab.= vocabulary skill   Comp.= comprehension skill   Gram.= grammar skill

Chapter 2 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
12)	Whole Chapter	11	California The Land	• Escoger de entre varias frases para responder a una pregunta (comp.) • Escribir una oración completa sobre una de las palabras del vocabulario (gram.)		• Alphabetize a list of words by 1st or 2nd letter (Spanish)

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

CALIFORNIA GEOGRAPHY REVIEW

Purposes

- To reinforce the English vocabulary and the main themes learned in Chapter 2;
- To practice oral language skills.

Method

Ask the class the following questions and have them answer in English. 2

1. How many cities are there on the edge of San Francisco Bay? What are they? You may have to look on the map.
2. The picture of San Francisco Bay on Page 36 actually shows two bays. What is the other one? (San Pablo Bay)
3. The book says on page 38 that people built a stone wall out into the ocean to make Los Angeles Harbor safe. How does this wall make it safe?
4. Every year it snows a lot in the Sierra Nevada Mountains. When does the snow melt? Where does the water go?

   melt - derretirse

5. California has another mountain range that the book does not discuss. It is the Cascade Mountain Range in northeastern California, in which Mount Shasta and Mount Lassen are the largest peaks. Can you find these mountains on a map?

   The Sierra Nevada Mountains were formed by coming up out of the ground. The Cascade Mountain Range, on the other hand, was formed by volcanoes. What is a volcano? How does a volcano make a mountain?

   peaks - picos

6. Is California on the East Coast or West Coast of North America? Is it on the eastern shore or western shore of the Pacific Ocean? What is the largest country on the other shore of the Pacific Ocean?

   shore - orilla

THE WATER CYCLE GAME

Purposes

- To introduce students to the water cycle;
- To prepare students for learning about water use and human intervention in the water cycle;
- To improve students' oral English skills via class discussion.

Materials

- Game cards (enough sets so that the game can be played by groups of 2 - 3 students);
- One envelope for each set of game cards.

Method

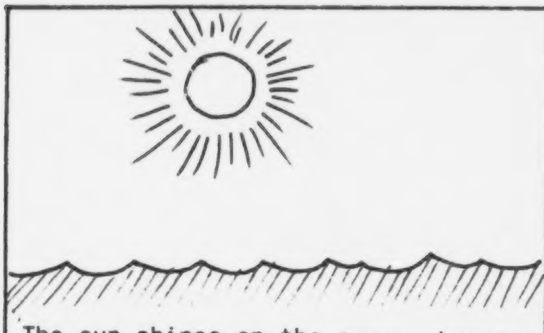
Preparations Before Class

Prepare the cards by reproducing the illustrations and cutting out the individual pictures. Shuffle each set and put it in an envelope.

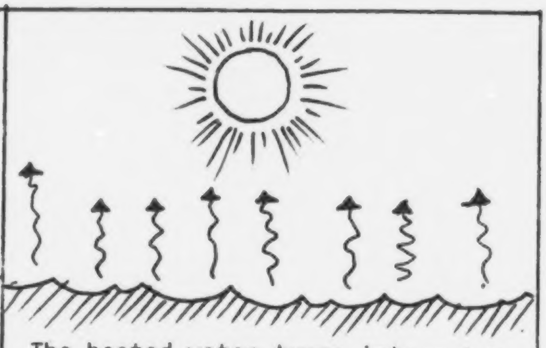
Playing the Game

1. Explain that the object of the game is to put the cards into the proper order to show how one event leads to the next.
2. Pass out the cards to each group and have them work on the arrangement of the cards.
3. After all groups are done, discuss with the class the proper order and each water cycle event, any of which can be discussed in detail. Some discussion of the use of water may help prepare them for the WATER USE GAME which follows.

CARDS FOR THE WATER CYCLE GAME

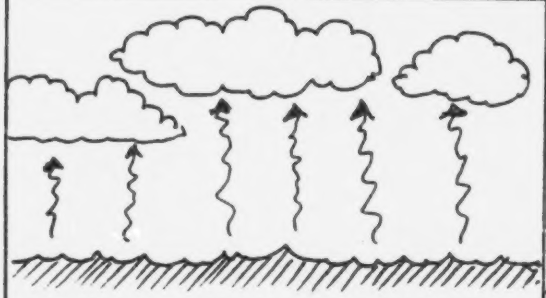


The sun shines on the ocean, heating the water.

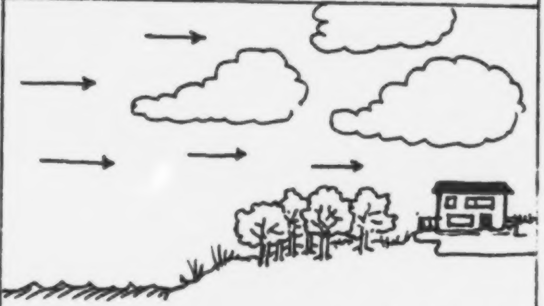


The heated water turns into water vapor and rises.

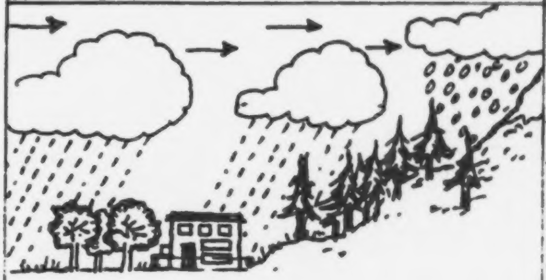
2



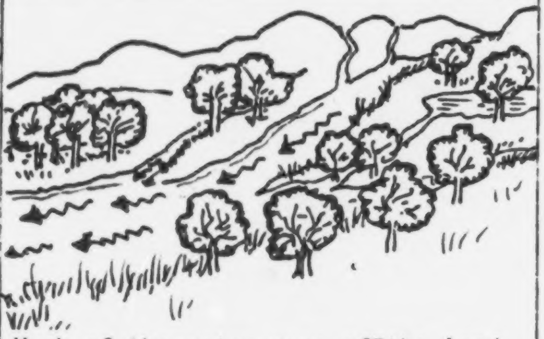
The water vapor collects to make clouds.



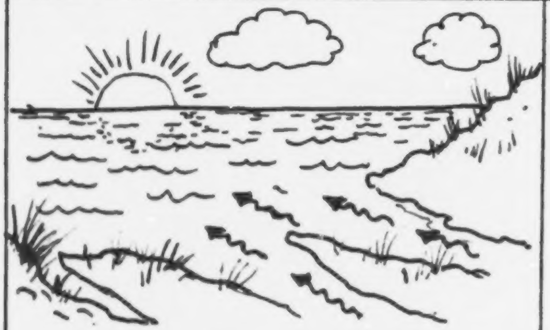
The wind pushes the clouds toward the land and over the land.



When the clouds get cold, the water falls. It rains! (If the air is cold enough, it snows).



Much of the water runs off the land into streams and rivers.



The rivers flow into the ocean.

THE WATER USE GAME

Purposes

- To outline to students the principal ways in which humans and other living creatures use water in California;
- To prepare students for discussion of water as a scarce resource (see Para Discutir: Tierra y Agua);
- To strengthen students' sequencing and logical skills;
- To improve students' English (or Spanish) oral language skills via class discussion.

Materials

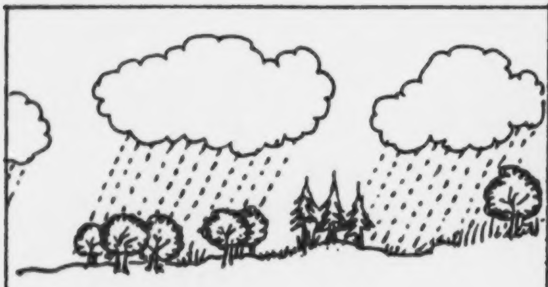
- Prepare as for WATER CYCLE GAME.

Method

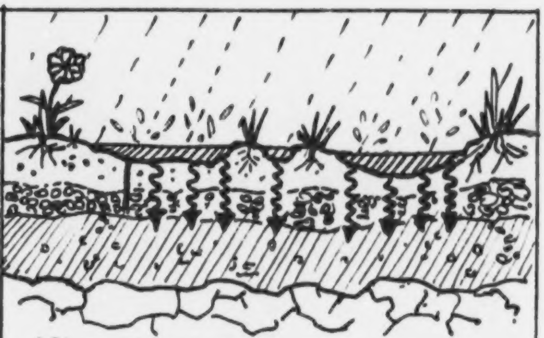
The procedures are the same as for the "Water Cycle Game" with one exception. For this game, instead of forming a circle, the cards should be arranged in two columns below the card saying "It rains!" One column illustrates how water below the ground gets used by plants and farmers (5 cards), and the other shows how animals and people use water from rivers and lakes (10 cards).

Class discussion after the game should review the proper sequences of cards, since it is more complex than the water cycle. Any card gives an opportunity for detailed discussion.

CARDS FOR THE WATER USE GAME

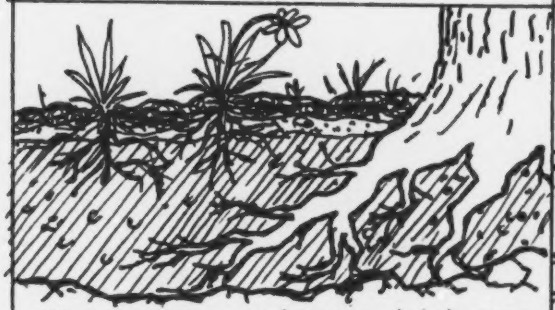


When clouds get cold, water falls. It rains!

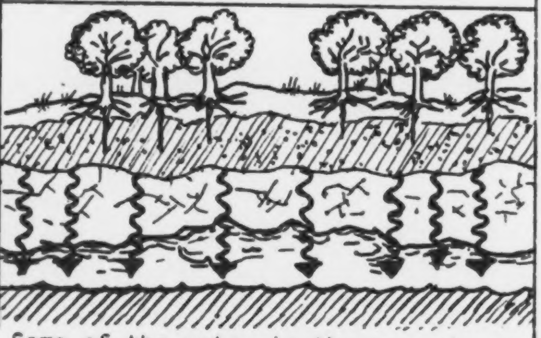


After it rains, some of the water goes into the ground.

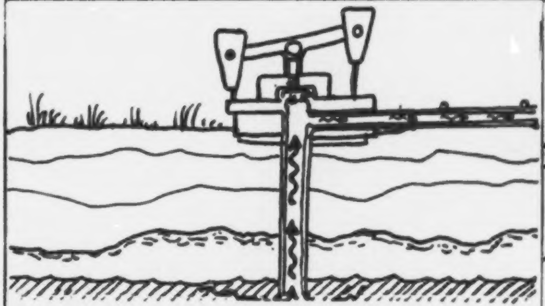
2



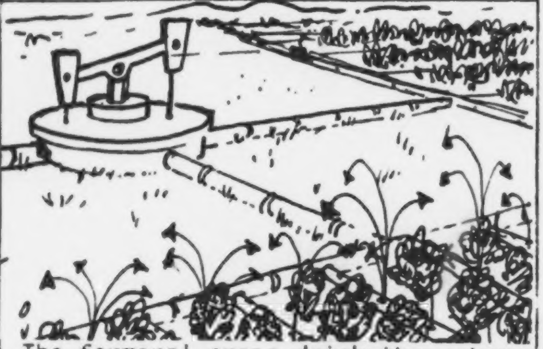
Plants, trees and grass drink some of the water in the ground through their roots.



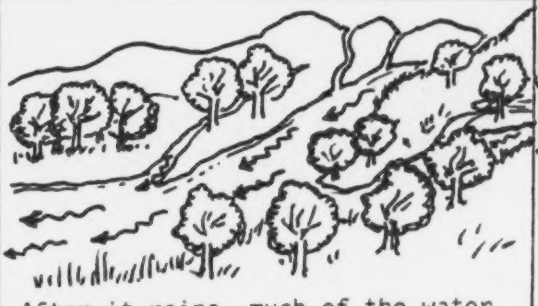
Some of the water in the ground goes down into underground lakes.



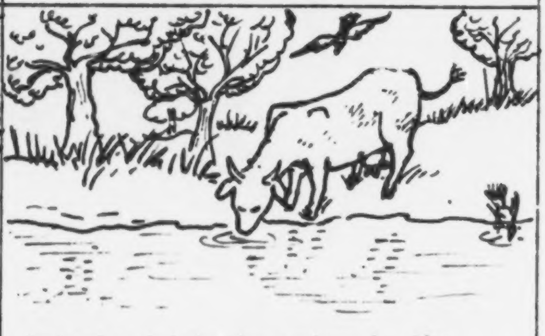
Farmers pump the water out of the underground lakes up to the top of the ground.



The farmers' crops drink the water from the top of the ground.

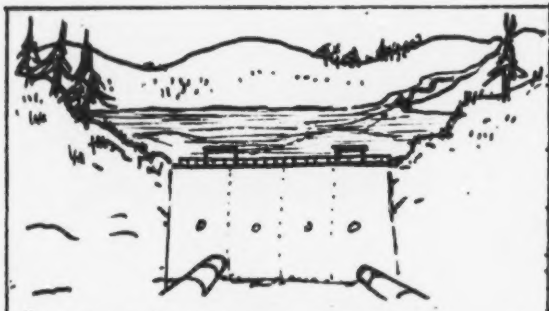


After it rains, much of the water runs off the land into streams, rivers and lakes.

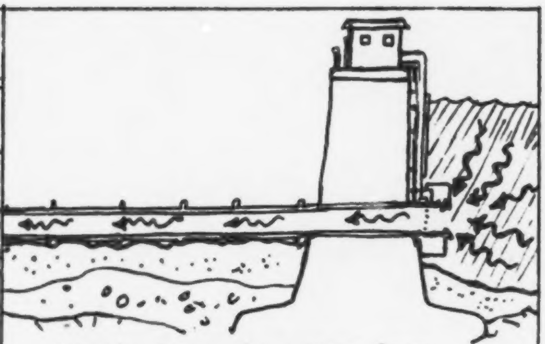


Animals drink the water in the streams, rivers and lakes.

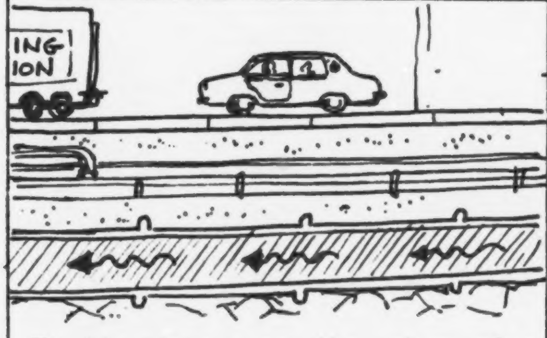
CARDS FOR THE WATER USE GAME



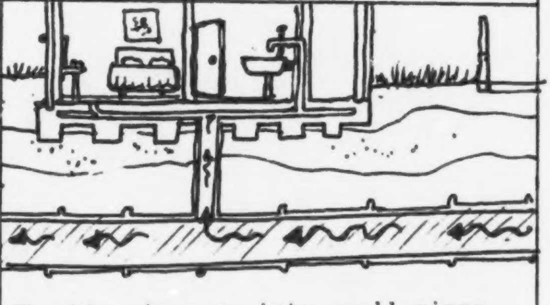
People make dams on some rivers, so they can store the water in lakes called reservoirs.



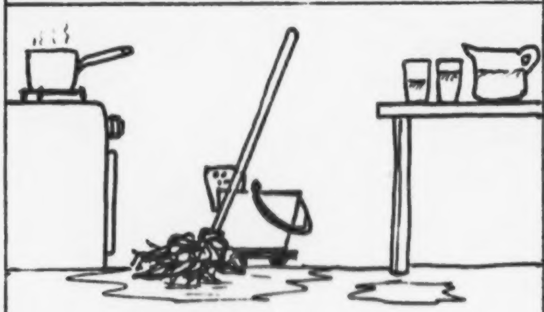
People pump the water from reservoirs into big pipes.



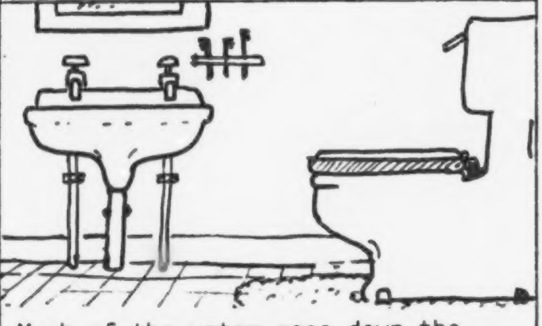
The big pipes carry the water under the streets into the cities.



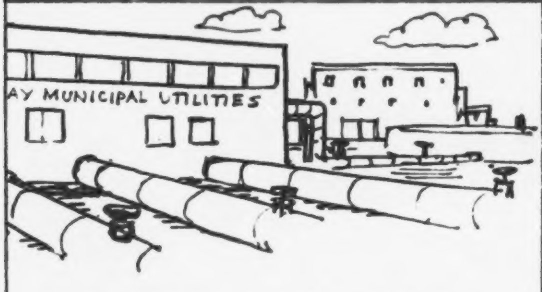
The big pipes go into small pipes, which carry the water into people's houses.



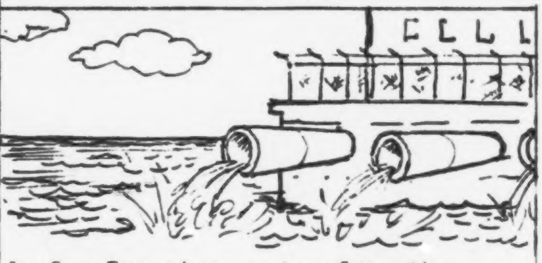
People use the water to drink, cook, and clean.



Much of the water goes down the drain or toilet into little pipes, which go into big pipes.



The big pipes go into a water treatment plant, which cleans the water.



In San Francisco water from the treatment plant goes into the ocean. Other cities near San Francisco dump their water into the Bay. Most cities dump their water into rivers.

PARA DISCUTIR: TIERRA E AGUA

Las Metas

- Desarrollar el conocimiento de los alumnos sobre el agua y la tierra, y sus relaciones sociales y físicas;
- Reenforzar la gramática y la comprensión orales de los alumnos, acentuando el uso de la oración completa.

El Método

2

Lea Ud. el texto en voz alta y después las preguntas que siguen, de modo que pueda Ud. encabezar una charla con los alumnos sobre estas materias. Estipule ud. que ellos deben de hablar en oraciones completas.

1. California es un estado rico, pero una gran parte de su terreno consiste en las montañas o en el desierto, en donde no se puede situar ni ciudad ni finca. El terreno is limitado, y varios grupos de personas quieren usarlo cada uno a su propia manera.

   Sucede a veces que algunas industrias quieren construir casas, fábricas y otros edificios en el terreno apropiado para la agricultura. El terreno del Valle de Santa Clara, al sur de San Francisco, era uno de los mejores sitios en todo el mundo para el cultivo de frutas. Algunas industrias les dieron a los agricultores un precio muy alto por su terreno. Cada día por este motivo se cultiva menos fruta en el valle. En lugar de fincas hay muchas casas y fábricas.

   Algunas personas creen que ésto no sea el mejor empleo de nuestro terreno limitado.

   ¿Qué piensan? ¿Cuál sería el mejor método de decidir como usar el terreno? ¿Cuál es más importante, la ciudad o el campo? Expliquen sus respuestas.

2. Hace sesenta años, cuando Los Angeles era una ciudad pequeña, había una lucha muy aguda sobre el uso del agua. Los agricultores cerca de la ciudad querían guardar el agua para su ganado y su cosecha. Algunos bancos e industrias querían encauzarla hacia Los Angeles para que creciera la ciudad. Las industrias vencieron, y construyeron canales para llevar mucha del agua del campo a la ciudad.

El agua de California es también limitada. Llueve más al norte que al sur del estado. Mientras que más gente y más industrias se han situado en el sur, cada día más agua se ha desviado al sur desde el norte y desde otros estados vecinos como Arizona y Colorado. Hace veinte años las industrias y latifundios del sur le han seguido pidiendo al gobierno del estado de construir otro canal enorme para llevar más agua del norte al sur. En 1982 el pueblo de California votó contra este propósito, pero aún no cesa la lucha sobre nuestra agua limitada.

¿Cuáles son algunas maneras en que se usa el agua de California? ¿Cómo la usa la gente de las ciudades? ¿las industrias? ¿los agricultores? ¿Se gasta mal una parte de nuestra agua? ¿Es posible evitar este gasto? ¿Cómo? Si el agua es limitada, ¿deberíamos limitar la población del estado también?

ORACIONES COMPLETAS E INCOMPLETAS

Las Metas

- Para introducir o repasar el concepto de la oración completa;
- Para facilitar a los alumnos a que distingan entre una oración completa y una incompleta.

El Método

Explicación

2

1. Explíque ud. a los alumnos que una oración es una *idea completa*, que implica un hecho, un deseo, una pregunta o una exclamación. Mencione ud. también que una *frase*, por más correcta que sea, no es una oración, por ejemplo:

   San Diego, puerto famoso de California.
   Tan altas que la vegetación no crece.
   El agua de lugares lejanos.

2. Fácilmente pueden convertirse estas frases en oraciones e ideas completas de la siguiente manera:

   San Diego *es un* puerto famoso de California.
   Son tan altas que la vegetación no crece.
   El agua *viene* de lugares lejanos.

3. Existe otro modo de demostrar esta diferencia. Señale ud. que en el lenguaje diario, muchas veces respondemos a una pregunta con una palabra o una frase, por ejemplo:

   ¿Te vas al cine más tarde?
   Sí.

   ¿Dónde está mi libro de historia?
   En la mesa.

4. Se puede también responder a estas preguntas más formalmente, con una oración completa:

   ¿Te vas al cine más tarde?
   Sí, me voy al cine.

   ¿Dónde está mi libro de historia?
   Tu libro está en la mesa.

Identificación de las oraciones completas

Lea ud. en voz alta los ejemplos que siguen, y pregunte a los alumnos cuáles son oraciones completas y cuáles son nada más frases. (Puede ud. también escribirlos en el pizarrón.)

1. Las montañas se extienden hasta el oceáno.
2. Estos puertos bien protegidos.
3. Muchas ciudades alrededor de la bahía.
4. Los EE. UU. tienen una base naval allí.
5. Dos ríos cruzan por el Valle Central.
6. Muchos lugares bonitos en estas montañas.
7. El lugar más bajo en los EE. UU.
8. Más arenosas que las del norte.
9. Se construyó una muralla de piedra.
10. Hacia ciudades en cualquier lugar del mundo.
11. ¿Por qué tanta gente quiere vivir aquí?
12. Las estaciones cambiando de invierno a primavera.
13. Esto produce lluvia.
14. El agua que tomamos.
15. Hay presas que almacenan el agua.

RESPONDER CON UNA ORACION COMPLETA

Las Metas

- Para repasar y reenforzar el concepto de la oración como idea completa.

El Método

Lea ud. estas preguntas a los alumnos, después de explicar que ellos deben responder con una oración completa. Diga ud. también que quiere que ellos usen palabras nuevas del capítulo 2 en sus respuestas.

1. ¿Suéle ser el clima más cálido en el norte que en el sur de California?
2. ¿Quiénes cortan los árboles en las montañas?
3. ¿Está la Sierra Nevada en el oeste o el este del estado?
4. ¿Está la capital del estado en las montañas?
5. ¿Puedes nombrar tres cosechas que se cultivan en el Valle Central?
6. ¿Cuál es la montaña más alta en California?
7. ¿Cómo se llama el gran desierto en la parte sureste del estado?
8. ¿Dónde están los cerros de la Sierra Nevada?
9. ¿Puedes nombrar tres cosas hechas de madera?
10. ¿Cómo crea problemas la lluvia en el invierno en California?

CHAPTER 3: "THE FIRST PEOPLE"

There are four main themes to emphasize in teaching this chapter:

(a) The first people to live in California migrated here, probably from Asia over the Bering Strait. These were the only people living in California (and all of North, Central, and South America) for many thousands of years (p. 58 - 59).

(b) The indigenous people of California, who are now called Indians, got everything they needed from the land; they made their own food, clothes, homes, and tools, with a little trading among the tribes (p. 60 - 69).

(c) The indigenous people had a hunting - gathering society centered around extended families in which all generations made unique contributions to their livelihood (p. 70 - 71).

(d) The Aztecs in Mexico lived in a different way than the indigenous people of California (p. 72 - 73).

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "Indians of California: Food" (15 mins.) Barr Films, 1964.

(2) "Indians of California: Village Life" (14 mins.) Barr Films, 1964.

Chapter 3
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1)	58 - 59	12	The First People	• Llenar un espacio en blanco dentro de una oración con la palabra adecuada	• Fill in the blank, with a vocabulary list (voc., comp.) • True/false (comp.) • Write a short answer to a question of fact (comp.)	• Answer questions about maps (map use)
2)	58 - 59	Senderos a Norte América	migration	• Decir una oración completa sobre un tópico indicado (comp., gram.)		• Make and read a time line (graph/ chart)
3)	60 - 67	13	Houses, Food	• Escoger de entre varias frases para responder a una pregunta (comp.)	• Match a sentence with a picture (voc., comp.) • Fill in the blank, with a vocabulary list (voc. comp.)	
4)	60 - 67	Food Chain Game	Food		• Answer a question of inference (comp.)	
5)	68 - 71	14	Tools, Weapons, Family	• Responder a una pregunta con una oración completa en que se repiten los nombres claves de la pregunta (gram.) • Escoger de entre varias frases para responder a una pregunta (comp.)	• Match a sentence with a picture (voc., comp.) • Write a short answer to a question of fact (comp.)	
6)	68 - 71	Getting What we Need	Houses, Food, Tools		• Answer a question of inference (comp.)	

Vocab. - vocabulary skill Comp. = comprehension skill Gram. = grammar skill

Chapter 3
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
7)	64 - 65 72 - 73	15	Animals, Aztecs	• Escribir una oración para responder a una pregunta de hecho (comp.) • Escribir una oración completa sobre una de las palabras de vocabulario (gram., vocab.)	• Write a complete sentence to answer a question, repeating the key words in the question (gram.)	• Alphabetize a list of words by the first or second letter (research).
8)	60 - 73	La vida de los indigenas	Houses, Food, Tools, Family	• Decir una oración completa sobre un tópico indicado (comp., gram.)		
9)	Whole chapter	16	Pronouns		• Choose, from a pair of sentences, the one in which pronouns are used correctly (gram.) • Decide whether a pronoun is used correctly or incorrectly in a sentence (gram.)	
10)	Whole chapter	17	Bay Area Tribes		• Write a short answer to a question of fact (comp.) • Write a complete sentence to answer a question, repeating key words in the question (gram.)	• Answer questions about maps (map use) • Alphabetize a list of words by first or second letter (research).
11)	Whole Chapter	18	Archaeology		• Write a short answer to a question of fact (comp.)	

Vocab. = vocabulary skill Comp. = comprehension skill Gram. = grammar skill

Chapter 3
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
12)		Types of Maps	Types of Maps		• Answer a question of fact (comp.) • Answer a question of inference (comp.) • Answer a question with a complete sentence (gram.)	• Recognize and label different types of maps (map use). • Answer questions about maps of different types (map use).
13)		Alphabetizing	Alphabetizing			• Alphabetize a list of words by first or second letter (research)

Vocab. = vocabulary skill Comp. = comprehension skill Gram. = grammar skill

SENDEROS A NORTE AMERICA

Las Metas

- Para informar a los alumnos de la migración de gente a Norteamérica y de los cambios en la capa terrestre que les ayudaron;
- Para establecer la migración de sus familias en el contexto de la migración general a Norteamérica;
- Para mejorar sus habilidades de lenguaje oral;
- Para introducir el concepto de una línea del tiempo.

Los Materiales

- Una hoja grande de papel y un plumón
- Una regla métrica

El Método

1. Lea usted a los alumnos el texto que sigue, deteniéndose cuando sea necesario para explicar o mostrar algo en el mapa. Mándeles también que sigan ellos mismos la historia en la serie de mapas chicos que se encuentran en la hoja de trabajo #14.

Hace como 40,000 años los vastos llanos del Asia Central se hallaban poblados por más o menos unos cuantos miles de gente. No sabemos mucho de esta gente, sólo que vivían, como sus descendientes los indígenas californianos, en pequeños grupos de cazadores y recogedores. Quizás llevaban, como los indígenas árticos, los llamados Esquimales, trajes magníficos hechos de pieles suaves o quizás, como los indios del punto extremo sur de América, cerca del Antártico, caminaban casi desnudos por la nieve.

Ni sabemos por qué, en esa época tan lejana de la nuestra, algunos grupos decidieron andar más al este. Es probable que ellos siguieron las manadas del Ibik (anciano ancestro de la actual vaca) que cada año migraba al este a través de los llanos.

Cierto es que durante esos siglos el clima de todo el mundo se enfriaba, por lo que parte del mar se congeló formando glaciares, enormes masas de hielo que se formaron hacia afuera de los polos tanto sobre el mar como en la tierra. Por eso gradualmente bajó el nivel del mar, desagüando muchas tierras hasta entonces sumergidas, y entre ellas el Estrecho de Bering. Así se creó un gran puente de tierra entre Asia y América que al fín tuvo más de mil kilómetros de ancho y centenas de kilómetros de largo.

Lentamente, año por año, generación por generación, la gente avanzó hacia el este sobre este puente, estableciendo tal vez territorios y aldeas, sobreviviendo de cualquier manera los inviernos largos y terribles de esa época glacial. Después de muchos siglos, los primeros pobladores llegaron a las tierras que hoy se conocen como Alaska, y más tarde al sur y al sureste a lo que se llama ahora Canadá.

Entonces por más siglos y más generaciones gradualmente se cambiaba la cultura y la manera de vida de esos pobladores, mientras que grupos de ellos seguían migrando al sur. Durante todo ese tiempo también cambiaba el clima, esta vez calentándose por lo que se derritieron los glaciares y volvió el mar a subir, sumergiendo de nuevo el puente de tierra.

Otra vez se separaron los continentes, pero siguió la lenta migración de la gente hacia el sur por California y más allá a través de las tierras de México y Centroamérica, hasta que hace 20,000 años se encontraban pobladas ya casi todas las partes de la América del Sur.

Hace como 18,000 años regresaron los glaciares. Otra vez más se desaguó el estrecho y se formó el puente entre Siberia y Alaska, lo que permitió nuevos oleajes de migración a seguir el largo sendero hacia el este y hacia el sur que por siglos habían seguido sus antepasados.

2. Escríba en una hoja de papel la siguiente cronología y muéstresela a la clase:

Hace 100.000 años (98.000 A.C.) ------- Se empieza a desaguar el Estrecho de Bering.

Hace 40.000 años (38.000 A.C.) ------- Los primeros pobladores están migrando de Asia a América.

Hace 30.000 años (28.000 A.C.) ------- Se sumerge el puente de tierra.

Hace 20.000 años (18.000 A.C.) ------- Están pobladas todas las partes de Suramérica.

Hace 18.000 años (16.000 A.C.) ------- Se desagüa de nuevo el estrecho. Nuevas migraciones.

Hace 15.000 años (13.000 A.C.) ------- Se separan otra vez los continentes.

Hace 10.000 años (8.000 A.C.) ------- Están pobladas todas las partes de Norteamérica.

Hace 3.000 años (1.000 A.C.) ------- Los Aztecas están construyendo su civilización.

Hace 2.000 años ------- Nace Cristo.

Hace 500 años (1492 A.D.) ------- Llegan los españoles a la costa atlántica de América. 3

Hace 200 años (1784 A.D.) ------- Descubren los españoles la Bahía de San Francisco.

3. Explíque usted a los alumnos que se puede representar esta cronología por medio de una línea en que el movimiento de izquierda a derecha significa el paso del tiempo. Con una regla dibuje una línea, de precisamente un metro de largo, en el pizarrón. Marque "Hace 100.000 años" en la punta izquierda de la línea, y "Hoy" en la punta derecha. Entonces diga usted que en esta línea, un metro representa 10.000 años, y pregunte a la clase cuántos años representa en este caso un decímetro, un centímetro, y un milímetro. Escriba en el pizarrón las respuestas correctas recordando a los alumnos que estas proporciones constituyen una escala, muy similar a la escala de un mapa. Mande usted a varios alumnos que vengan al pizarrón para medir y marcar en la línea los puntos de la cronología, del más anterior al más reciente. Conduzca una plática abierta sobre los resultados del ejercicio.

4. Dígales que toda la gente que llegó a California después de los indígenas también siguieron sus propios senderos, incluso ellos, los alumnos. Mándeles a ellos como tarea descubrir (si no lo saben ya) la ruta que siguió su familia para llegar aquí. En la próxima lección, mande a varios alumnos uno por uno, que indiquen su ruta migratoria en un mapa de las Américas (o, si es necesario, del mundo), y que relaten a su clase una breve historia de esta migración.

   Conduzca una conversación teniendo en cuenta las comparaciones siguientes:

   (a) Entre el único modo de transporte de los primeros pobladores (a pié) y los varios modos que utilizaron los alumnos y sus familias para llegar aquí;

   (b) Entre el larguísimo tiempo que duraron las primeras migraciones y el tiempo relativamente corto que necesitaron los alumnos y sus familias para llegar aqui;

(c) Entre los posibles motivos de los primeros pobladores para emigrar y los motivos de los inmigrantes más recientes, como ellos.

THE FOOD CHAIN GAME

Purposes

- To enlarge and reinforce students' comprehension of the California Indian way of life;

- To introduce the concept of a food chain and of the human position within food chains;

- To strengthen students' sequencing and logical skills;

- To improve students' oral language skills via class discussion. 3

Materials

- Enough sets of game cards so that the game can be played by groups of 2 - 3 students

- An envelope for each set of game cards

Method

Preparations before Class

1. Prepare the cards by reproducing the illustrations and cutting out the individual cards.

2. Shuffle each set of cards and put in an envelope.

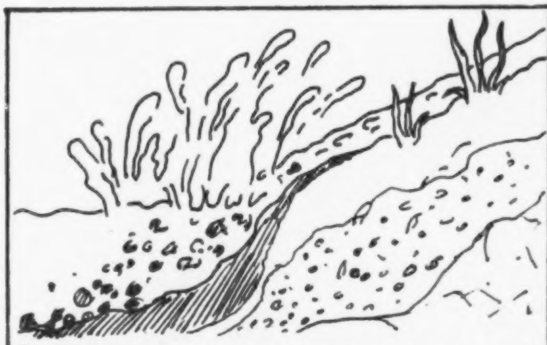
Playing the Game

1. Explain to the students that this game is a cycle, as was the Water Cycle Game. However, this time it concerns how creatures become food for each other. Tell them the object of the game is to put the cards into the proper order. The cards should be arranged into a circle to represent the ongoing events in the food-chain cycle.

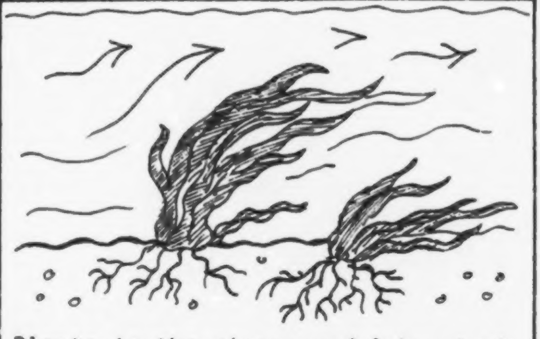
2. Pass out the cards to each group and have them work on the arrangement of their cards.

3. After all the groups are done, discuss with the class the proper order and each individual segment of the cycle, any of which can be discussed in detail. Try to have the students share what they know about modern food chains. Are they always a cycle?

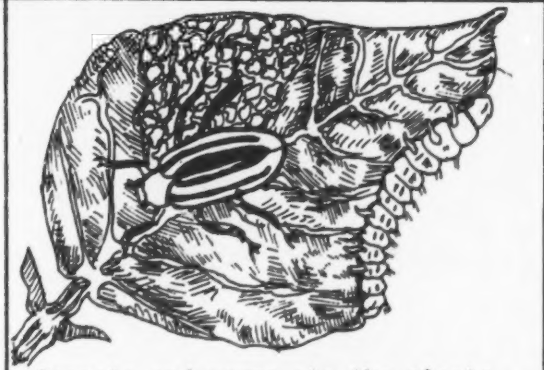
CARDS FOR THE FOOD CHAIN GAME



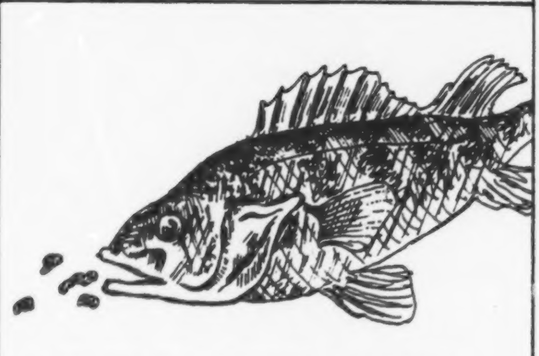
Rain washed the soil into rivers and lakes.



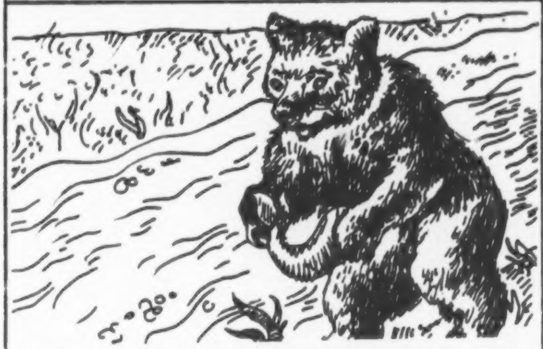
Plants in the rivers and lakes took their food from the water and soil.



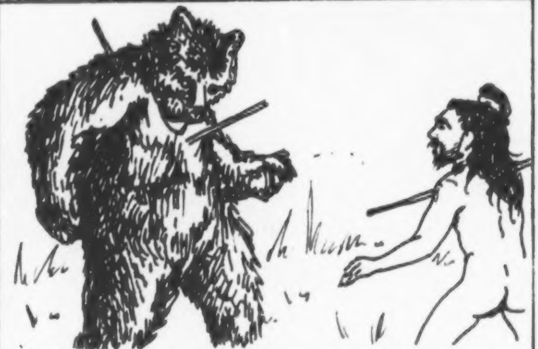
Insects and worms ate the plants.



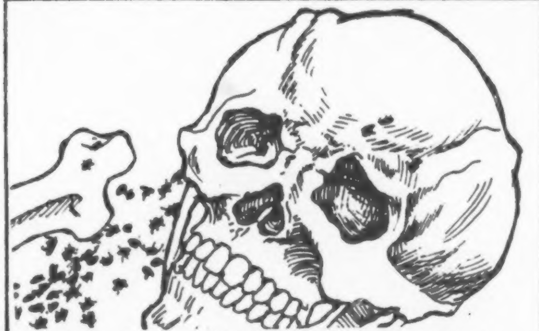
Fish ate the insects and worms.



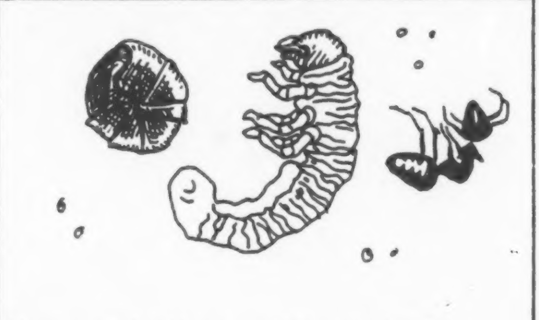
Bears used their paws to catch and eat the fish.



Indians killed bears and ate their meat.



When Indians died they were eaten by worms and other small creatures.



Worms and other small creatures died and became part of the soil.

GETTING WHAT WE NEED:
INDIGENOUS PEOPLE AND TODAY'S PEOPLE

Purposes

- To increase students' knowledge of how Indians used the natural resources available to them;
- To increase students' awareness of how these resources are used by present-day people;
- To practice students' oral language skills. 3

Method

1. Write the following list on the chalkboard:

   Good farmland
   Oil
   Deer, bears and rabbits
   Lumber
   Fish
   Water
   Long grass
   Gold
   Acorns
   Clay

   Point out that all these items were there in the Indians' time, and are still here in our time. About each item on the list, ask the students:

   (a) whether it was important to the Indians; (b) whether it is still important to us today; (c) if it is important both to us and to the Indians, how its importance may have changed, i.e. how do we use it differently than they did.

2. Ask the class to add to the list any other things the Indians got from the land (or the ocean) that are not on the list. Then eliminate from the list all the items that were not useful to the Indians. Review the remaining items, having students say how the Indians used each one (e.g. they used long grass to make houses and skirts).

   Now ask the class to think about similar objects they use in their everyday life. If it does not come from the land, where does it come from? Students may think up categories such as "From the store" or "From the factory". These can be listed also. For example: Some houses today are made out of concrete. This came from the land, but was changed at the factory.

   Try to elicit the maximum amount of knowledge possible about the steps involved in the production of each item, "filling in" information for them where necessary.

LA VIDA DE LOS INDIGENAS

Las Metas

- Para ampliar el conocimiento de los alumnos en la realidad de la vida de los indios norteamericanos;
- Para practicar sus habilidades en el lenguaje oral;
- Para practicar sus habilidades en decir una oración completa sobre un tópico escogido.

El Método

1. El autor dice que los indios tenían todo lo que necesitaban y por esa razón no se peleaban a menudo. ¿Existen otras razones por las que se pelean los grupos de gente?
2. ¿Cuáles son algunas de las diferencias entre la manera de vivir de los indígenas y la manera en que vivimos actualmente?
3. Las mujeres y niñas indias hacían ciertas labores como cocinar y coser la ropa. Los hombres y niños se ocupaban de otras cosas, como cazar y hacer canoas y armas. Eran más importantes unas labores que otras? ¿Eran, por ejemplo, más importantes las labores de los hombres que las de las mujeres? ¿Si piensan que sí, explíquen por qué.
4. ¿Han visto Uds. películas o programas en la televisión en que había indios norteamericanos? ¿De qué manera se distinguen los verdaderos indígenas californianos que Uds. han estudiado, de esos indios imaginarios? (El maestro debe usar su propia discreción sobre este tema, según la experiencia de sus alumnos.)

TYPES OF MAPS

Purposes

- To teach students to recognize and label different kinds of maps: (maps of location, polar maps, political, physical, relief, city/highway, special features such as natural resources, rainfall, population, growing season, and pipes and dams;
- To give students an understanding of the specific uses for each type of map;
- To give students practice in reading and interpreting the different types of maps; 3
- To give students practice in speaking complete sentences in English.

Materials

Use the following maps in "The Story of California" Text:

Type of Map	Pages
• Maps of location only	18, 36, 58, 84
• Polar	6, 7, 9, 14, 77, 95 (8, 12 are "hemisphere" maps and most similar to polar maps)
• Physical	Front cover, fly leaf (inside front cover), 10, 225
• Special features:	
— natural resources	48, 49
— rain fall	52
— population	30
— growing season	54
— pipes and dams	223

- Relief map(s): Relief maps of California give a dramatic and exciting visual voyage. Maps of the entire state, the Bay Area, and the Los Angeles Area are available.
- City/Highway map: These should include at least a map of San Francisco, the Bay Area, and the entire state.

Method

Any or all four activities can be done with the entire class, and they can be combined in any way you like. During these discussions, it is important that students speak in complete sentences as much as possible, in order to practice this skill and to prepare them for (and/or reinforce) their writing exercises in the worksheets. The activities are:

1. Have the students look at the different kinds of maps, noticing the differences in features and presentation. Have them compare maps to see these differences. Label the different kinds, and have them say the labels too; write the words "political, polar," etc. on the board. Also briefly discuss the specific uses for each type of map.

2. Tell students to look at a particular page in the text and label what type of map is on that page.

3. Have students look at a particular map, and then ask them questions about it which require them to "read" or interpret it. Have them answer the questions in complete sentences.

4. Ask the students a question and have them say what type of map will give the answer. If you want, you can also give them the "summary chart of maps" and make the relief and road maps accessible; then have them find the answer, and then say it to the class in complete sentences.

ALPHABETIZING

Purposes

- To practice students' skill in alphabetizing words by one or two letters.

Method

1. Write the California animals pictured on page 84 of the textbook on the blackboard. Have the class collectively decide which should go first, second and so on, reviewing the rules of alphabetization as necessary. 3
2. Have students alphabetize the animals pictured on page 85 of the book.
3. Have students alphabetize the animals on pages 84 and 85 together.
4. Generate other lists as desired for further practice.

CHAPTER 4: THE EUROPEANS

There are 3 main themes to emphasize in teaching this chapter:

(a) Christopher Columbus led the first major European expedition to the New World, which he accidentally discovered in the search for a new sea trade route from Europe to Asia. Columbus found the Caribbean islands in 1492.

(b) In 1519 Hernan Cortés led the next major wave of explorers from Europe to the New World. They conquered and enslaved the Aztecs and other indigenous people in order to take their gold and other riches for themselves and for Spain.

(c) After Cortés first landed, the Spanish sent three expeditions North along the Pacific coast and claimed this land for Spain. Since they found no gold or other signs of what they considered wealth, they did not stay in California. Instead, they conquered and colonized Mexico, Central America and parts of South America.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "The Aztecs" (11 mins.)
Coronet Films, 1955

(2) "Cortez and the Legend, Part I" (27 mins.)
McGraw-Hill, 1968

(3) "Story of Christopher Columbus" (17 mins.)
Encyclopedia Britannica Educational Corp., 1948.

Chapter 4
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1)	76 - 81	19	Europe/ Trading	• Escribir una oración sobre un dibujo usando la palabra adecuada del vocabulario (vocab.) • Llenar el espacio en blanco con la palabra adecuada sin una lista de vocabulario (voc.)	• Multiple choice of answers to a question (comp.) • Write a short answer to a question of fact (voc., comp.) • Match a picture with a sentence (comp., vocab.)	
2)	80 - 81	Los Comerciantes en China	Trading with Asia	• Decir una oración completa sobre un tópico indicado (gram.)		• Read a simple chart
3)	82 - 87	20	Columbus, Spanish Farmers	• Escribir una oración sobre una de las palabras del vocabulario (voc.)	• Write a short answer to a question about a picture (voc.) • Multiple choice of answers to a question (comp.) • Write a complete sentence to answer a question, repeating the key words of the question (comp., gram.)	• Answer questions about maps of different types.
4)	82 - 85	Las Embarcaciones de Colón	Columbus	• Responder con una oracion completa a una pregunta de inferencia (comp.)		

Vocab. = vocabulary skill   Comp. = comprehension skill   Gram. = grammar skill

Chapter 4
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
5)	86 - 91	21	Gold, Cortés, Cabrillo	• Escribir una oración sobre un dibujo usando la palabra adecuada del vocabulario (voc.) • Arreglar las oraciones en su orden cronológico (comp.)	• Fill in the blank in a sentence (without a vocabulary list) (voc.) • Write a complete sentence to answer a question, repeating the key words in the sentence (comp., gram.)	
6)	86 - 91	The Silver Game	Gold, Silver, Slavery		• Answer a question of inference with a complete sentence (comp., gram.)	
7)	92 - 97	22	Spanish in the New World	• Escribir una oración sobre un concepto derivado del libro (comp., gram.) • Responder con una oración completa a una pregunta de hecho (comp., gram.)	• Write a short answer to a question about a picture (voc.) • Arrange sentences in chronological order (comp.)	
8)	Whole chapter	The Values of the European	Spanish and English in the New World		• Answer a question of inference (comp.)	

Vocab. = vocabulary skill   Comp. = comprehension skill   Gram. = grammar skill

Chapter 4
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
9)	Whole Chapter	23	Pronouns	• Responder a una pregunta con una oración en que se subtituyen los pronombres (gram.)	• Decide whether pronouns are being used correctly or incorrectly in a sentence (gram.) • Correct a sentence in which a pronoun is used incorrectly (gram.)	
10)	Whole Chapter	24	Alphabetizing, map reading, chart reading		• Multiple choice of answers to a question (comp.) • Answer a question of inference (comp.)	• Alphabetize a list of words by first, second and third letters. • Read a map. • Make and read a time-line. • Read a chart.
11)	Whole Chapter	Slavery	Slavery		• Answer a question of inference (comp.)	• Read a map.

Vocab. = vocabulary skill Comp. = comprehension skill Gram. = grammar skill

LOS COMERCIANTES EN CHINA

Las Metas

- Para desarollar en los alumnos la comprensión del primer comercio con los reinos asiáticos en la época precolombiana;
- Para presentarles el concepto de la relatividad del valor de las mercancías;
- Para reinforzar sus habilidades lógicas;
- Para mejorar sus habilidades de lenguaje oral;
- Para presentarles la creación y la lectura de los diagramas sencillos.

Los Materiales

- Las fichas illustradas que representan las mercancías (seis tipos de mercancías para cada lado en el comercio.) Usted necesitará para una clase de 30 alumnos cinco ejemplos de cada juego de fichas
- La pizarra y la tiza 4

El Método

1. Repase brevemente las materias del libro sobre el comercio con Asia. Explique a los alumnos que ellos van a desempeñar los papeles de comerciantes europeos y de mandarines chinos, servidores de confianza del Imperador. (Fueron los mandarines que condujeron el comercio con los europeos.)

2. Divida la clase por la mitad, los "europeos" y los "chinos". Organice estas mitades en equipos de dos o tres alumnos, llamados A, B, C, D,E, de modo que cada equipo de comerciantes esté sentado frente a su equipo opuesto,el equipo "A" de comerciantes frente al equipo "A" de mandarines etc.

3. Pase a cada equipo su juego apropiado de fichas, las mercancías europeas a los comerciantes y las mercancías chinas a los mandarines. Indique que ya saben los alumnos algo sobre las mercancías típicas chinas, pero que hasta ahora no se ha tratado de lo que traían los europeos a la China para negociar. Repase brevemente el juego de mercancías chinas y entonces con más detalle el juego de mercancías europeas (explicando por ejemplo qué son los pigmentos y las tinturas, los tapices etc.). Pregunte a los alumnos por qué querían los chinos tales cosas, llevándoles a la idea que estas eran cosas que los chinos no sabían producir por ellos mismos.

4. Mande a los equipos que negocien entre si sobre el cambio de mercancías y que cada equipo trate de obtener el mejor convenio que pueda. Se entiende que cada equipo quiere ganar todos los tipos de mercancía que tienen el otro equipo opuesto. Por ejemplo, un equipo de comerciantes puede empezar por ofrecer cinco juegos de copas a cambio de cinco metros

de tela de seda. El equipo de mandarines responde que esta tela es más fina de todas y que vale al menos veinte juegos o quizá diez juegos con veinte metros de tela de lana. Los comerciantes sugieren entonces que los mandarines acepten diez juegos. Los mandarines responden con una oferta de treinta metros de tela. Los dos equipos acuerdan. Pronto escriben en los renglones de las fichas en cuestión las cantidades que cambiarán: 30 metros de tela de seda por 10 juegos de copas de cristal. Los equipos cambian sus fichas y comienzan su segundo negocio, los chinos esta vez haciendo la primera oferta. El juego sigue así hasta que se han marcado y cambiado todas las fichas, de modo que los comerciantes ya tengan solamente mercancías chinas y los mandarines solamente mercancías europeas.

5. Permita 15 - 20 minutos para el juego. Cuando hayan terminado todos los equipos, pida que cada uno haga un relato de lo que obtuvieron. Escriba en la pizarra los resultados en dos diagramas así:

kg. de té					
gr. de clavos					
m. de tela de seda					
marfiles					
perlas					
gr. de gingibre					

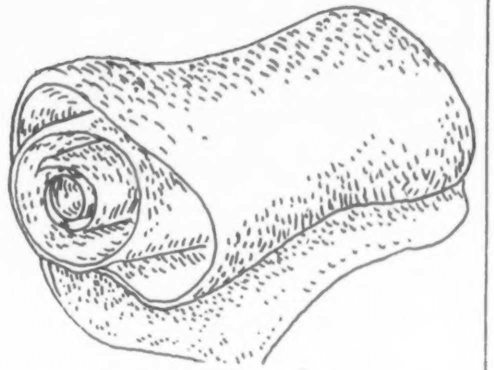
LOS COMERCIANTES

gr. de tinturas etc.					
escopetas					
m. de tela de lana					
m. de encaje					
tapices					
juegos de copas					

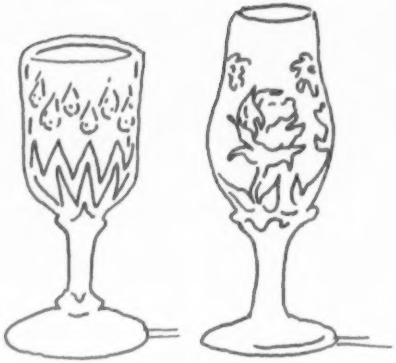
LOS MANDARINES

De esta manera se puede comparar lo que ha ganado cada equipo. Usted puede también entablar una charla acerca cuál equipo ha tenido el mayor éxito en sus negocios. ¿Como medir este éxito, sin la medida de dinero?

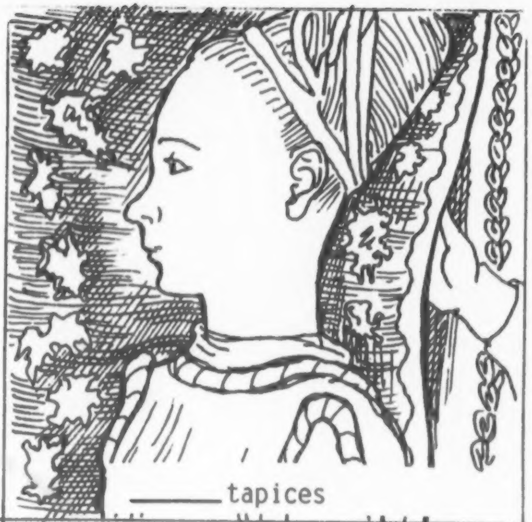
LAS FICHAS DE LAS MERCANCIAS EUROPEAS



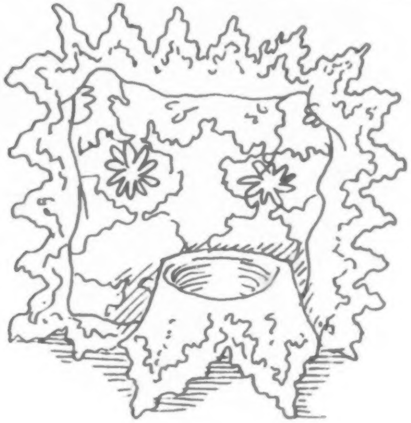
______ m. de tela de lana



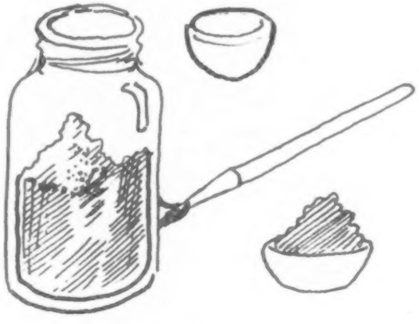
______ juegos de copas



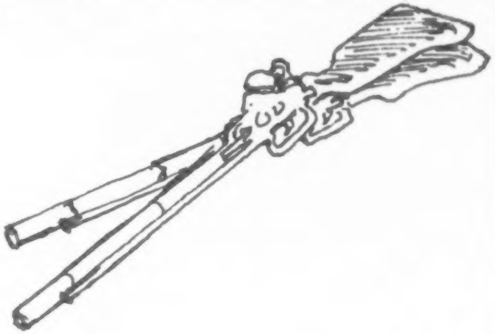
______ tapices



______ m. de encaje



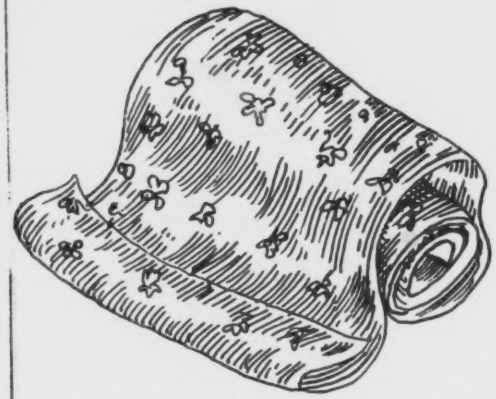
______ gr. de tinturas etc.

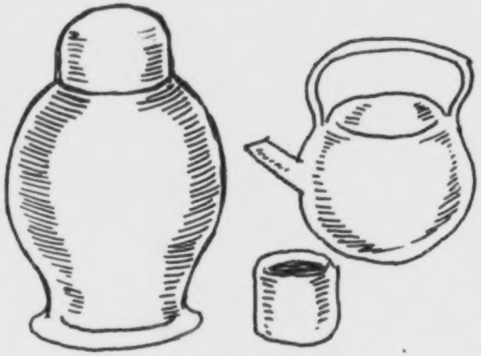


______ escopetas

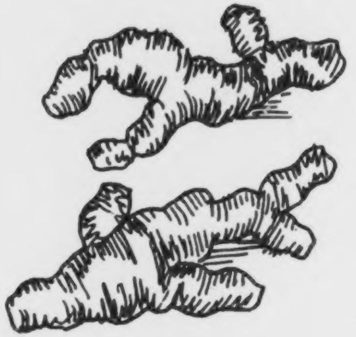
LAS FICHAS DE LAS MERCANCIAS CHINAS

____ m. de tela de seda

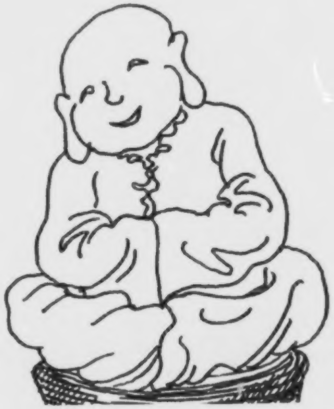




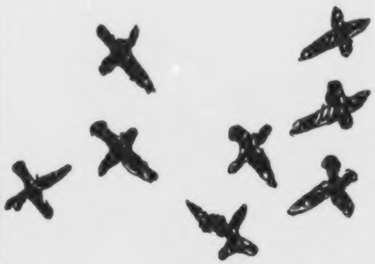
____ kg. de té



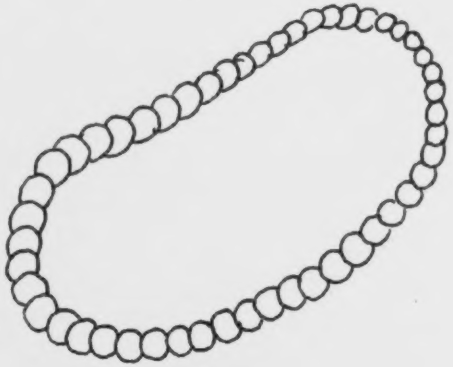
____ gr. de gingibre



____ marfiles



__ __ gr. de clavos



____ perlas

LAS EMBARCACIONES DE COLON

Las Metas

- Para estimular una charla sobre la situación en Europa respecto de la exploración del Nuevo Mundo;
- Para mejor sus habilidades de lenguaje oral;
- Para desarollar su capacidad de responder a una pregunta con una oración completa.

El Método

Discuta las preguntas siguientes con la clase:

1. Antes de 1492 la mayoría de la gente en Europa creía que
el mundo era plano. ¿Por qué pensaban Cristóbal Colón
y algunos otros que en realidad el mundo era redondo?
¿Qué evidencias tenían ellos para sostener esta creencia?
Recuerden que hasta entonces nadie había navegado alrede-
dor del globo. (Como pista, usted puede preguntar a los 4
alumnos si algunos han caminado sobre terreno plano en
el campo. ¿Qué pasa con las cosas que aparecen en el
horizonte?)

2. Sabemos que los ricos españoles querían comerciar con India y con China, como ya lo estaban haciendo los italianos y los portugueses. ¿Por qué esperaron tanto tiempo el Rey y la Reina de España para darle a Colón las tres pequeñas embarcaciones?

3. Sabemos también que a otros países europeos les daban ganas de entrar en el comercio con Asia. Además en el siglo XV una gran parte del continente europeo, como por ejemplo Italia, se dividía en reinos pequeños; no se unía en grandes países como hoy. Los italianos que al principio dominaban el comercio con China vinieron de la Republica independiente de Venecia, un gran puerto en la costa del mar Adriático. (Puede indicar en el mapa la ciudad y el mar mencionados.) Otros reinos italianos no participaban a menudo en este comercio. ¿Por qué no le ayudaron a Colón los gobiernos de estos otros países?

4. Durante su tercera y cuarta embarcaciones Colón navegó muy cerca de las costas de Centro y Sur America. (Puede usted pedir a los alumnos que tracen estas rutas en el mapa de la página 84.) Claro que tuvo la opportunidad de mirar al menos las orillas de estas tierras. ¿Por qué en este case creía Colón que no había descubierto nada de importancia?

THE SILVER GAME

Purposes

- To enlarge and reinforce student comprehension of Spain's role in the New World;
- To introduce students to the concept of the flow of money and capital which will be important in later chapters also;
- To strengthen students' sequencing and logical skills;
- To improve students' oral language skills via class discussion.

Materials

- Enough sets of game cards for several groups of students to play
- One envelope for each set of game cards

Method

Preparations for the Game

1. As with similar games in previous chapters, game cards should be reproduced for each set of students and placed in envelopes. This game involves a sequence or series of events, rather than a cycle.
2. Explain to the students that the Spanish did not find very much gold in the New World after Mexico City (Tenochtitlan) was conquered. Instead, they found enormous quantities of silver. This is why we have prepared a "Silver Game" rather than a "Gold Game." However, the same things happened to the gold as to the silver.

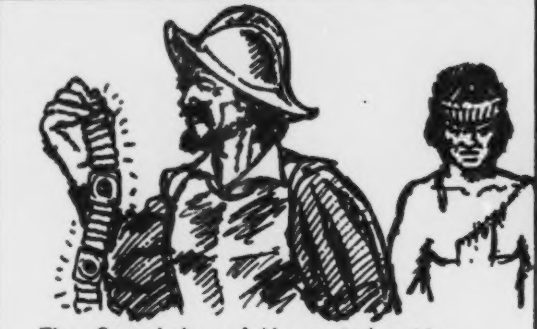
Post - Game Discussion

1. The following facts which may be of interest to the students can be presented to the class:

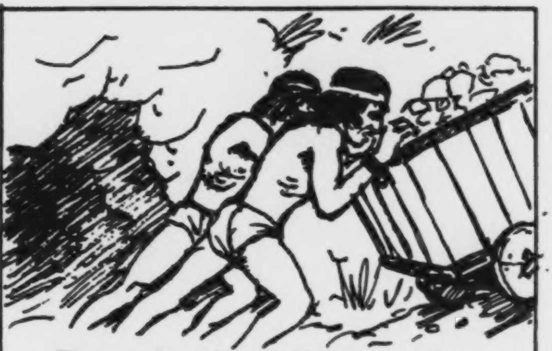
   (a) Between 1503 and 1660, 185,000 kg. of gold and 16,000,000 kg. of silver arrived in Spain from the New World. This does not take into account the silver and gold kept by the colonists and smuggled out of the New World to other parts of Europe.

   (b) Silver is currently trading at around $10.32 per gram; gold at around 13.57 per gram. (Have the students work out what the amounts of gold and silver in (a) would be worth today.)

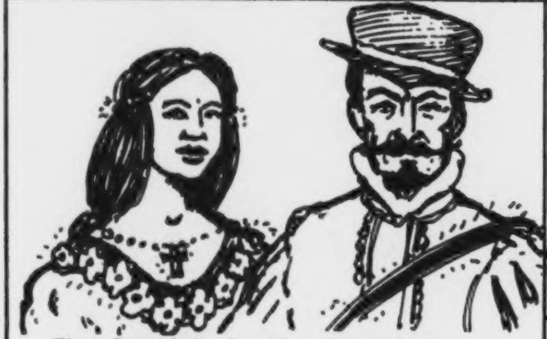
CARDS FOR THE SILVER GAME



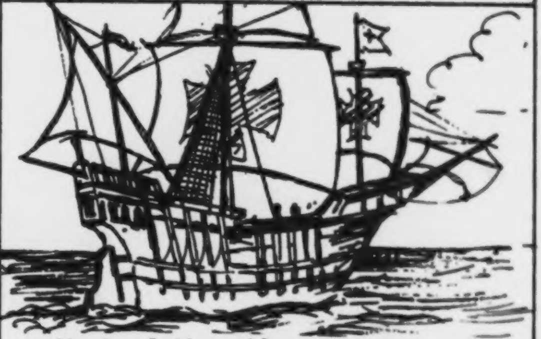
The Spanish soldiers take the gold and silver from the Indians.



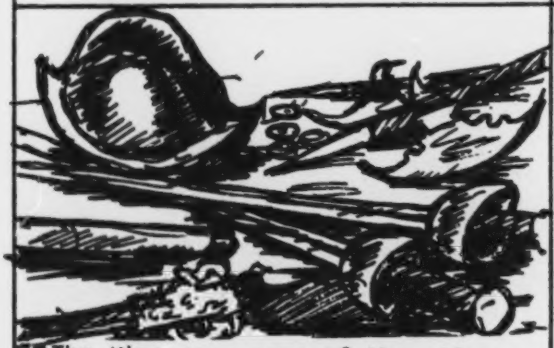
They make the Indians dig for more silver in the mines.



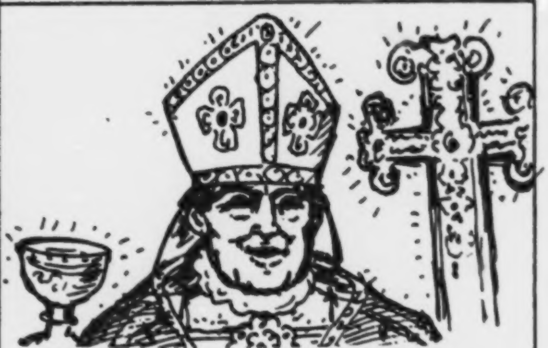
The Spanish in the New World keep some of the silver.



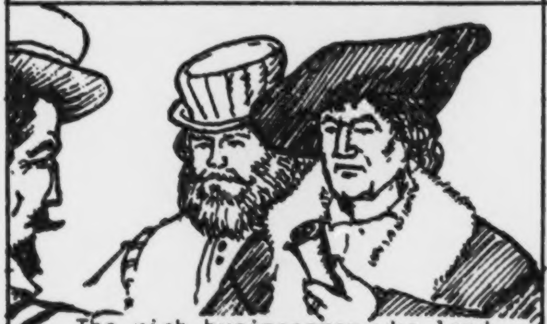
Most of the silver goes on ships to Spain.



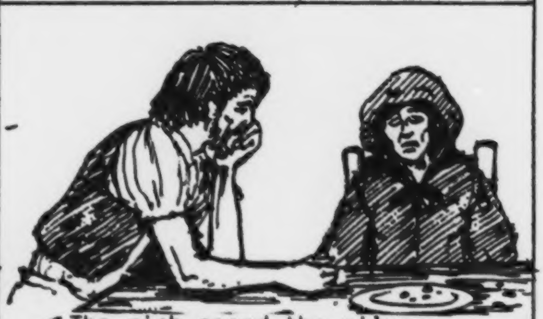
The King uses some of the silver to pay for his army and navy.



The King gives a lot of silver to the Church.



The rich businessmen who lend money to the King get the rest of the silver.



The rich spend the silver abroad. The Spanish poor get nothing.

4

(c) Most of the silver which the King received was already owed to Spanish and foreign bankers who had lent him money to pay for his army and navy, and other expensive projects.

For example, in 1543, 65% of all royal revenues (silver shipments and domestic taxes) went to paying interest on debts. (Explain or review briefly the meaning of interest on a loan and the function of banks).

(d) Although the money spent on Spain's army and navy made her briefly a "strong" country, in the long term the silver from the New World destroyed Spain. The rich of Spain did not invest their money in better farms or in industry. On the contrary they spent it on fine clothes, furniture, jewels, works of art and so on, almost all imported from foreign countries.

The result was that the farm workers and artisans (craftspeople) like weavers, carpenters, potters, smiths and glass makers lost their jobs. For example, of 16,000 looms for making woolen cloth in Seville in 1558, only 200 were left by 1598. In the same period, the 7 million sheep in the province of Andalucia were reduced to 2 million. Meanwhile, the Dutch, British and Italian bankers were investing their Spanish silver in industry and farming.

By the middle of the seventeenth century, Spain was one of the poorest countries in Europe, which it has remained to this day. As it was said at the time: "Spain is like a mouth that receives the food, chews it, and passes it on... retaining no more than a fleeting taste."

2. You may want to interperse the above facts with the following discussion questions:

   (a) Why did the King of Spain want a strong army and navy?

   (b) Why did the King give a lot of gold and silver to the Church?

   (c) Why did the rich Spanish not invest their money in farms and industry?

THE VALUES OF THE EUROPEANS

Purposes

- To stimulate discussion of the values of the European and Indian cultures and an understanding their points of view;
- To help students consider the contrasts between the values of the Europeans and their behavior in the New World;
- To improve students' oral language skills via classroom discussion.

Method

Discuss the following topics with the class:

1. The Spanish were Christians. Christian teaching says that people should love one another and not fight. Also, the Spanish believed (as we do) that it is wrong to fight people who let you into their homes and treat you well. Why did Cortes and his men conquer the Aztecs and make them into slaves?
2. California is a rich and beautiful land. In some ways it was even richer when Cabrillo found it than it is today. For example, there were many more birds and wild animals living here. Also, the land was less dry than it is today, because there were no cities to take the water. Why did Cabrillo's men think that California was not important?
3. Cabrillo claimed California for Spain. In the South, Cortes and other Spanish soldiers had already claimed the whole of Mexico. But the Indians were already living there. Why did the European soldiers think they had the right to claim the land?
4. The Spanish thought that the Indians of California and the West Indies were stupid savages, almost like animals, because they did not have cities or farms. In the last chapter, we read about the life of the California Indians. Do you think the Spanish were right about the Indians? Did the Indians know anything important that the Spanish did not know?

vocabulario:

had the right - tenían el derecho
savages - los salvajes, los bárbaros

SLAVERY

Purposes

- To engage the students' interest in the subject of slavery, which is crucial to an understanding of the history of the Americas;
- To enlarge their understanding of slavery historically, conceptually and psychologically;
- To improve the students' oral English skills via class discussion.

Materials

- A map of the world

Method

Role Playing Exercise

To start the students thinking about slavery on a personal basis, begin with the following activities:

(1) Divide the class into 2 equal groups, "slaves" and "slave-owners."

(2) Allocate a "slave" to each "slave-owner," (using your own discretion about pairings!) and explain that the "owner" can direct her/his slave for 5 minutes. This should be limited to work-type activities like fetching and carrying, cleaning, etc., as opposed to "Stand on your head" or other such stunts.

(3) Have each pair reverse roles for 5 minutes.

(4) Solicit student responses to the experience of being a slave and write them on the chalkboard.

Class Discussion

Lead a discussion around the following themes:

(1) Ask the students to define slavery. Guide them toward the understanding that a slave is someone who is the property of another individual or group, and whose sole function is to work for that individual or group, without pay and without rights.

(2) Using the world map, locate for the students some areas and periods where slavery was a feature of the civilization. Point out to them the following areas and cultures in particular:

a) ancient Egypt
b) ancient Greece
c) Rome and its Empire
d) Arabia
e) the Caribbean (English and Spanish)
f) the Southern U.S. before the Civil War

(It is not necessary to go into detail about these examples. The point is to suggest long history and widespread use of slavery.

(3) How does slavery come about? Ask the students to suggest answers using what they know from the book. Discuss how some cultures (e.g., the Aztecs, ancient Rome, sixteenth-century Spain) enslaved other peoples as part of building empires by conquest.

Explain that some other peoples (e.g., some of the Pacific Northwest tribes) took slaves as the result of tribal wars. Unlike Roman, Spanish or southern U.S. slaves, these were not bought or sold, and belonged to the community rather than to individuals.

Questions for further Discussion

(1) The Spanish found Indians living in the "West Indies" (Caribbean islands) and made them into slaves. Why did they have to bring more slaves all the way from Africa?

(2) There were many Aztecs and few Spanish soldiers. Also, the Aztecs had conquered other peoples and made them into slaves. Why didn't they make the Spanish into slaves, instead of the other way round?

(3) In some places, like ancient Rome and the southern United States in the nineteenth century, people lived for generations as slaves without fighting very much against their masters. How could this be? Why did so many slaves not fight back?

(4) Today there is still some slavery, for example in parts of Africa. But in most of the world there are no more slaves (even though many people have little or no freedom). Almost everywhere, the majority of people work for money or own a small piece of farm land. Why is this?

masters - los señores
majority - la mayoría
property - la propiedad
to work - trabajar

CHAPTER 5: SPANISH CALIFORNIA

There are 4 main themes to emphasize in teaching this chapter:

(a) By the mid-1700's, Spain wanted to colonize California because the Russians, English and French were moving in on the area. From Mexico, the Spanish established forts and missions, first in San Diego in 1769, then in Monterey, and 19 in all by 1800. Expeditions brought more Spanish people from Mexico to live in the settlements.

(b) The forts and missions became the centers of villages and towns. The colonists farmed and raised livestock for a living.

(c) In many places the Indians fought to keep the Spanish off their land, but the Spanish soldiers with their horses and metal weapons were too strong for them. Many indigenous people died from diseases they got from the Spanish, since they had no immunity to these. At some settlements the Indians were made slaves, but elsewhere they voluntarily became involved in mission life and religion.

(d) Trade with Spain was very limited. The colonists eventually grew frustrated because they could not get from Spain many goods they wanted but were unable to make for themselves.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "California's Dawn: Spanish Explorers" (13 mins.) Kleinberg Films (out-of-print, but may be in your district A-V library), 1963.

(2) "Island of the Blue Dolphins" (20 mins.) Indiana University Audio-Visual Center, 1966.

(3) "Mission Life" (20 mins.) Barr Films, 1965.

Chapter 5
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1)	101-105	25	European Countries into California	• Arreglar las oraciones en su order cronológico (comp.) • Enscribir una oración sobre un dibujo usando la palabra adecuada del vocabulario (voc.)	• Multiply choice answers to a question (comp.) • Write a complete sentence to answer a question, repeating key words in the question (gram.)	
2)	105-109	26	Serra, Anza, Portola	• Responder a una pregunta con una oracion completa en que se substituyen pronombres (gram.) • Escoger entre varias frases para responder a una pregunta (comp.) • Escribir una oracion sobre un concepto derivado del libro (comp., gram.)	• Use a vocabulary word in a sentence (vocab.)	

Vocab. = vocabulary skill   Comp. = comprehension skill   Gram. = grammar skill

Chapter 5
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
3)	101-109	Los Motivos de los españoles	The Spanish in California	• Responder a una oración completa a una pregunta de hecho (comp., gram.) • Responder a una pregunta de inferencia con una oración completa (comp.)		
4)	110-117	27	The Missions, the Indians		• Use a vocabulary word in a sentence (vocab.) • Multiple choice of answers to a question (comp.)	
5)	110-117	Indians and Missionaries	Missions and the Indians		• Answer a question of inference (comp.)	
6)	110-117	Como hacer una misión	Missions	• Responder a una pregunta de hecho con una oración completa (comp.) • Responder a una pregunta de inferencia con una oración completa (comp.) • Dar un informe oral a la clase (comp.)		• Organize information on a topic

Vocab. = vocabulary skill   Comp. = comprehension skill   Gram. = grammar skill

Chapter 5
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
7)	118-119 & whole chapter	28	Problems in Spanish California, whole chapter	• Definir la palabra con una oración (vocab.) • Escribir una oración para responder a una pregunta de hecho (comp.)	• Match a word with its definition (voc.)	• Make and read a chart
8)	118-119	Spanish ways, Indian ways	Problems in Spanish California		• Answer a question of fact with a complete sentence (comp., gram.) • Answer a question of inference (comp.)	
9)	Whole chapter	29	Spanish California	• Responder a una pregunta de inferencia (comp.) • Al darsele tres frases posibles, escoger el mejor "titulo" para un párrafo (comp.)		• Read a map
10)	Whole chapter	Map Activities	Map Reading		• Answer a question of fact (comp.)	• Read a map

Vocab. = vocabulary skill
Comp. = comprehension skill
Gram. = grammar skill

LOS MOTIVOS DE LOS ESPAÑOLES

Las Metas

- Para estimular una charla sobre los motivos de los Españoles en su conquista de California;
- Para desarollar en los alumnos una comprensión del punto de vista de los Españoles;
- Para mejorar sus habilidades de lenguaje oral.

El Método

Encabece una charla sobre los tópicos siguientes:

1. Después de que volvieron los primeros exploradores, pasaron más de 200 años sin que los españoles se concernieran con California. Allí no se había encontrado oro ni plata, ni grandes ciudades como en México o en Perú. Pero cuando le pareció al gobierno español que Inglaterra o Rusía quisieran apoderarse de California, este gobierno tuvo prisa para establecer una colonia y mantener fuera los otros países. ¿Por qué? Si les valía algo California a los españoles, ¿por qué no hicieron nada por ella durante dos siglos?

5

2. El autor se refiere algunas veces al "trabajo" de los españoles en California, por ejemplo: "... los jefes sabían que su trabajo era importante..." (p. 103) " ¡Por fin los españoles habían empezado su trabajo en California!" (p. 107) ¿En qué consistía este trabajo? ¿Era un solo trabajo, o algunos distintos? Por ejemplo, ¿eran semejantes o no el trabajo de los soldados y el de los misioneros? ¿Siempre iban bien estos trabajos juntos?

3. Como sabemos, la España era un reino cristiano. Los reyes y los jefes del gobierno y del ejército trabajaban juntos con la iglesia para defender y propagar la fé cristiana como ellos la entendían, hasta algunas veces hacer la guerra a los países protestantes como Inglaterra y Holanda. También sabemos que el Padre Serra y otros misioneros creían que era importante que los indios californianos conocieran a Dios y que superaran muchas grandes dificultades para venir a California y comenzar allí sus misiones. ¿Por qué en este caso no lo hicieron más temprano?

INDIANS AND MISSIONARIES

Purposes

- To increase students' awareness of the impact of the missions and missionaries on the Indians' way of life.
- To practice oral language skills via class discussion.

Method

Lead the class in a discussion of the following questions, emphasizing that they respond with complete sentences.

1. When the first missions were started, some Indians made their villages near the missions. Why did the Indians do this?

2. The Indians had their own way of living and working. They had lived that way for thousands of years before the Spanish came. They were peaceful and never had to be hungry. Why did some Indians decide to start living in a way more like the Spanish way? Why did they work for the priests?

3. Thousands of Indians died from the diseases the Spanish brought. In fact, more than half the Indians in California died between 1770 and 1830, mostly from these new diseases. Why did so many die?

4. In many places the soldiers were bad to the Indians, or the missionaries and soldiers made the Indians live like slaves. Many Indians died because of this, and many more died from the new diseases. Why did so many Indians stay on the missions? Why didn't they all leave and go far away from the Spanish?

5. The leaders of the Spanish soldiers were Christians. Why did they let the soldiers do bad things to the Indians on the missions?

COMO HACER UNA MISIÓN

Las Metas

- Para reinforzar la compresión y el interés de los alumnos sobre el funcionamiento de las misiones españolas en California durante el siglo XVIII;
- Para mejorar sus destrezas de organizarse para hacer un trabajo colectivo y para pensar de una manera ordenada y lógica;
- Para aclarar sus valores acerca del trabajo y de los papeles respectivos de las mujeres y los hombres en el trabajo;
- Para desarollar sus habilidades del lenguaje oral.

Los Materiales

Para planear una misión

- 10-15 hojas grandes de papel (de "butcher paper")
- 10 plumones
- La cinta adhesiva 5
- La pizarra y la tiza

Para construir un modelo de una misión

- (las paredes y los techos) hojas grandes o cajas de cartón (por ejemplo, las cajas de los zapatos)
- (las vigas) palitos de entre 5 hasta 15 cm. de largos
- (las torres de la iglesia y los pilares de entrada) pueden usar secciones de los rollos de cartón del papel sanitario, las bobinas de hilo, las cajitas de cartón en que se ponen rollos de película, barro (para las cúpulas de las torres, etc.)
- (el suelo) hojas de "construction paper" de color café
- (las cercas) palitos
- La cinta adhesiva reforzada y/o la pegadura
- Los lápices

Luego les pide a los alumnos que piensen en las tareas de mantención de la misión. Cuáles son los trabajos que se necesitan para cultivar las frutas, las legumbres y los granos? (Llévelos a pensar en: arar; cosechar; preservar la cosecha.) Además de lo qué se tiene que hacer diariamente: cuidar los edificios; las cocinas; la ropa; los animales; las armas; las herramientas etc.)

Todas las respuestas de estas preguntas también deben de ser escritas en la segunda hoja.

6. Dirija a ambos partidos de la clase que se organicen en grupos de dos o tres. Cada grupo sea responsable por uno de los trabajos de la mantención, de modo que haya un grupo cuidando los caballos, un grupo limpiando dormitorios, un grupo cocinando, etc. Si los alumnos de un partido se acuerdan que un trabajo particular pertenece al otro partido (ejemplos: cuidar las armas pertenece solamente a los soldados, cuidar la iglesia sería la tarea de los sacerdotes) pueden decidirse de no hacerlo.

7. Una vez organizados en grupos, los alumnos deben de hacer una lista de cuáles herramientas y materiales necesitarián para hacer su trabajo. Cuando todos los grupos hayan acabado sus listas, llame a un alumno de cada grupo que dé un informe oral sobre su trabajo escogido y lo que se necesitaría para hacerlo.

8. Desde este punto sería bastante fácil encabezar una charla sobre las preguntas siguientes:

   —¿Cuáles trabajos eran los más importantes?

   —¿Cuáles trabajos preferieron los muchachos, y cuáles las muchachas?

   —¿Cuáles trabajos no les gustaron hacer ni a las muchachas ni a los muchachos?

   — Según las conclusiones a que lleguen sobre estas preguntas,¿cuáles trabajos les habrían enseñado a los indios para que ellos solos los hicieran?

Construir un modelo de una misión

1. Repase la lista de edificios que se hizo en la parte primera. Muestre a la clase fotografías o dibujos de cada tipo de edificio y si es posible, pegue algunos ejemplos en la pared.

2. En una hoja grande de papel pegada en la pizarra, dibuje un plan de la misión que se va a construir,

- Las pinturas (blanco, negro, café);
- Las tijeras;
- Los cuchillos de hojas multiples (marca "X-Acto" o otro similar).

El Método

Planear una misión

1. Repase brevemente las materias del libro (incluyendo las ilustraciones) sobre la construcción y los edificios de las misiones.

2. Pregunte a los alumnos qué tipos de edificios constituían una misión, escribiendo las respuestas en la pizarra. Ayúdeles por medio de preguntas tales como: ¿En dónde se almacenaban los granos y las frutas?, ¿En dónde se guardaban los caballos, el ganado, las gallinas? ¿En dónde se hacían y se reparaban las herramientas y otras cosas de metal?

   Deben de terminar el ejercicio con una lista así:

   — la iglesia
   — los dormitorios
   — los talleres
   — el granero
   — los establos
   — la casa para los visitantes

5

3. Divida la clase por la mitad, los "soldados" y los "sacerdotes." Explique que al principio los sacerdotes y los soldados ellos mismos hicieron todo el trabajo de la construcción, de la agricultura, de coser y lavar la ropa etc., hasta que enseñaron a los indios a hacer estos trabajos también.

4. Pase a cada mitad dos hojas grandes de papel. Dígales que deben de pensar en todos los tipos de trabajo que hicieron los misioneros, refiriéndoles al libro y a la lista en la pizarra. Deje a un alumno de cada mitad que se ofrezca para escribir las respuestas en la hoja (que puede ser pegada en la pared) y déles un plumón a cada uno.

5. Mande a los alumnos que piensen primero en los trabajos de la construcción y de comenzar el rancho. ¿Cuál edificio debe ser construido primero? ¿Segundo? ¿Tercero? ¿Qué hacer para crear los campos? ¿Guardar a los animales?

   Se deben de escribir las respuestas en la primera hoja.

pidiendo a los alumnos que le ayuden a usted a decidir en dónde situar los edificios, la cerca para los caballos, etc.

3. Divida la clase en grupos, un grupo por cada edificio. (Los grupos por la iglesia y por el establo necesitarán una persona más que los otros.)

4. Distribuya a cada grupo los materiales que exigirá para construir su edificio. El grupo por el establo sea responsable para construir la cerca.

5. Diríjales que midan y tracen en sus hojas de cartón cada forma de pared, de techo, etc., de modo que las paredes opuestas a los dos lados de un techo sean idénticos. Muéstreles como hacer una pestaña vertical a cada extremo de una pared para que se peguen juntas las paredes a las esquinas. (Vea la ilustración numero 1.)

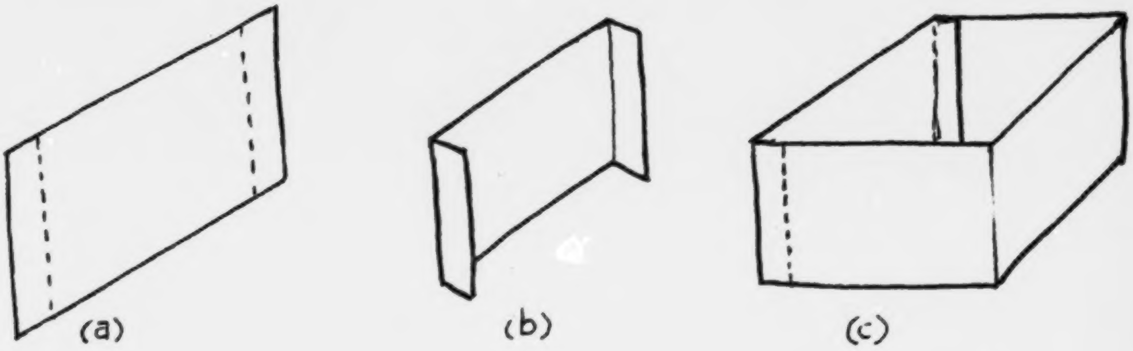
6. Muéstreles también como cortar palitos para hacerlos en vigas laterales, verticales y diagonales, y de esta manera reforzar el modelo. (Vea las ilustraciones numero 2, 3, y 4.)

7. Una vez acabada la construcción de paredes, techos, etc., déjele a cada grupo pintar el exterior de su edificio de modo que se parezca al estuco, luego agregar las tejas y construir la cerca en la mesa ya preparada.

8. Dirija a los alumnos que sitúen sus edificios en la mesa según el plan anteriormente desarrollado.

9. Los alumnos pueden también obtener o hacer ellos mismos (de barro, de cartulina etc.) figuras de gente y de animales, carretas, cubos, etc. para agregar a su modelo.

1.



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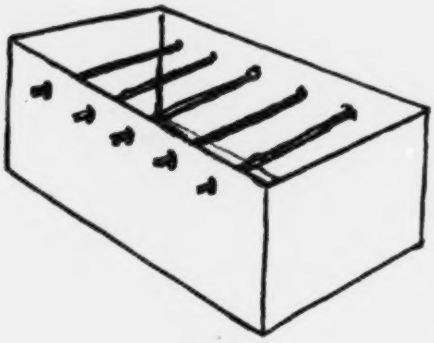

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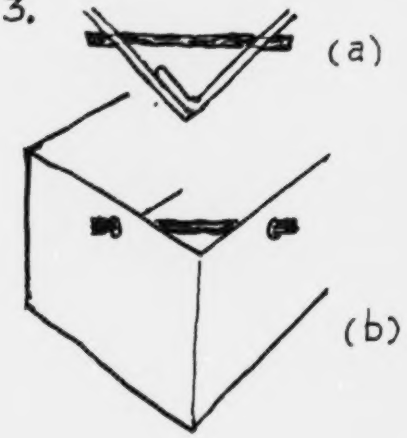

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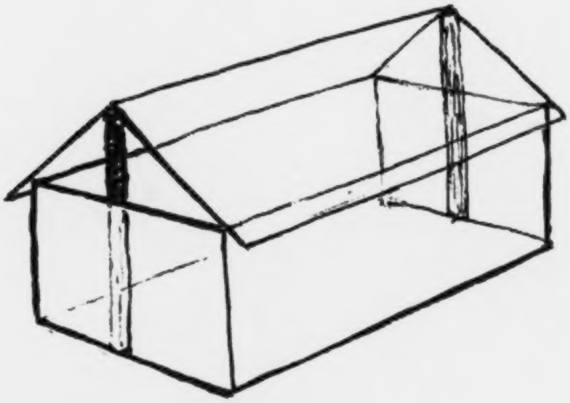


SPANISH WAYS, INDIAN WAYS

Purposes

- To increase students' understanding of early life in California through an exploration of some of the differences between the Spanish and Indian ways of life.
- To improve oral language skills via class discussion.
- To practice inferential skills.

Method

Lead the class in a discussion of the following topics:

1. The author says that the Spanish needed many things from Spain, like tools, weapons and beautiful things for their homes. But the Indians had lived in California for thousands of years without needing any of those things. They could get plenty of food and make houses, tools and weapons with what they got from the land. The Spanish worked hard to teach their ways to the Indians. Why didn't the Spanish learn Indian ways too?
2. There was plenty of wood and stone in California to build forts with. Apart from weapons, what did soldiers need to make the forts strong? Why couldn't they get it from Spanish ships?
3. What could Spanish soldiers in California buy with their pay? Who would sell it to them? (The Indians did not use money.) If they did not get paid for a long time, how did they live? Why did they go on being soldiers?
4. In 1811 the Spanish in California heard that people in Mexico were fighting for independence. How do you think the Californians felt about this news?

plenty of - una abundancia de
apart from - aparte de

MAP ACTIVITIES

Purposes

- To practice map-reading skills

Materials

- 4 or 5 street maps of your town or city, with the street index covered
- 4 or 5 road maps of California
- 4 or 5 road maps of northwestern Mexico (xeroxed from a road atlas)

Method

1. Divide the class into groups of four or five. Give each group a street map of your town or city (minus the street index). Have the students try to find and list all the streets with Hispanic names. Explain that some of these are the names of prominent people from Spanish and 5 Mexican California or Spanish words. Tell them to look out especially for the names of people mentioned in Chapters 4 and 5. The group with the most bona fide Hispanic street names wins the prize (of your choice).

2. Divide the class into groups as for (1.) Give each group a road map of California, and if possible one of northwestern Mexico. Have the students trace Anza's route from Tubac to Monterey and San Francisco. Which towns would he probably pass through if he were to make the trip now? What kinds of economic activity are probably going on in the areas he travelled through? Are there major roads which seem to follow his route?

3. (You may want to postpone this activity until after covering the relevant section.) Using the same California road map alongside the map on p. 118, have the groups of students try to answer the following questions:

    (a) Is there still a road along the broken line between the missions on the map? If so, what is it called?

(b) Check the positions of the missions on the map against the modern map. How many of the missions are marked on this map? Which ones are not, if any?

(c) Which missions have towns named after them? Which ones are in towns that now have different names?

CHAPTER 6:

MEXICAN CALIFORNIA 1821 - 1848

There are three main themes to emphasize in teaching this chapter:

(a) By 1800 U.S. and Russian ships were hunting whales in their migration routes along the California coast. However, Spain forbade the colonies to trade with these ships, because it wanted the colonies to send all their products to Spain.

(b) When Mexico won its war of independence from Spain in 1821, California became part of Mexico. The new government, which had its regional capital in Monterey, took the large farms and ranches away from the Spanish missionaries but let them keep their churches. The new government expanded the Mexican settlements in California by giving land grants for farms and ranches to Mexican Catholic men.

(c) The first Anglo-Americans to cross the continent by land were some U.S. trappers who arrived at a Southern California mission in 1826. Within a few years other trappers came over the Sierra Nevada and took word of California and the overland routes back to the U.S.

RELATED FILMS

This film may be available in your district audiovisual department or rented from the film companies listed in the appendix.

"Rancho Life" (22 mins.)
Barr Films, 1949.

Chapter 6
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	122 - 127	30	Spanish Settlers, Ships From Other Countries	• Responder a una pregunta con una oración completa en que se substituyen pronombres (gram.) • Responder a una pregunta de inferencia con una oración completa (comp.)	• Write a sentence about a picture, using appropriate vocabulary word (vocab.) • Multiple choice answers to questions (comp.)	• Make and read a chart
2	122 - 123	The Cattle Game	Spanish Settlers		• Answer a question of fact • Answer a question of inference (comp.)	• Organize information on a designated topic
3	122 - 127	Secret Traders Game	Ships From Other Countries		• Answer a question of inference (comp.)	• Organize information on a designated topic
4	128 - 131	La guerra de la independencia Mexicana	Trouble in the Colonies, Mexican California	• Responder a una pregunta de inferencia (comp.)		
5	128 - 131	31	Trouble in the Colonies, Mexican California	• Escribir una oración sobre un concepto derivado del libro (gram., comp.)	• Match word with definition (vocab.)	• Make and read a pie graph and bar graph

Chapter 6 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
6	132 - 135	32	The Ranches	• Responder a una pregunta de inferencia con una oración completa (comp.)	• Write a sentence about a picture, using appropriate vocabulary word (vocab.) • Match word with definition (vocab.) • Multiple choice answers to question (comp.)	
7	132 - 133	Where the Big Ranches Where	The Big Ranches		• Answer a question of fact (comp.) • Answer a question of inference (comp.)	• Read different types of maps
8	134 - 135	Planning a Fiesta	Life on the Ranches		• Answer a question of inference (comp.)	• Organize information on a designated topic
9	137 - 139	33	Americans Came By Land, Whole Chapter	• Al dársele tres frases posibles, escoger el mejor título para un párrafo (comp.)	• Arrange sentences in chronological order (comp.) • Match word with definition • Write sentence to answer question of fact (comp.)	• Make and read a time line

THE CATTLE GAME

Purposes

- To reinforce students' understanding of how cattle were used on the big ranches in Mexican California;
- To give students practice in organizing information;
- To improve students' oral English skills via class discussion.

Materials

Prepare sets of Cattle Game cards by reproducing the page of illustrations and cutting each into a set of eight cards. Make enough sets of cards for the game to be played by small groups of 2-4 students. Shuffle each set of cards and put it in an envelope.

Method

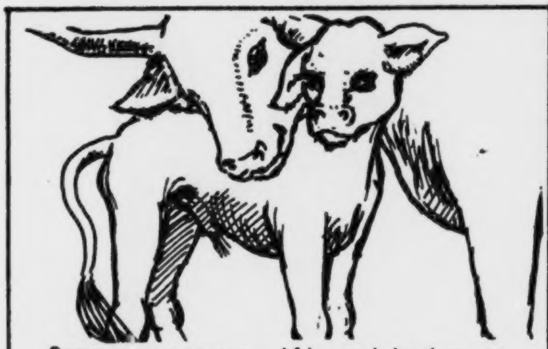
Explain that the object of the game is to put the cards into an order that shows how the various processes and products are related. [Two major patterns occur here: cattle used for milk and breeding (1 card) and cattle that are slaughtered (1 card); slaughtered cattle are used for meat (2 cards), leather (2 cards), and fat products (2 cards)].

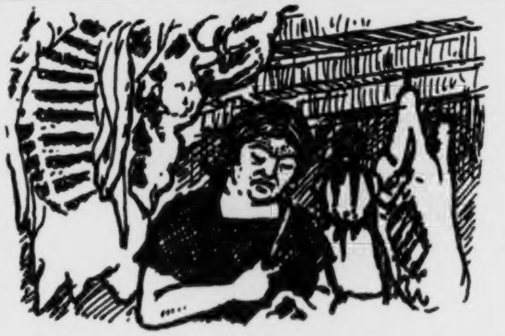
After the students have arranged their cards, have each group in turn describe its arrangement to the class in English, explaining the rationale for the placement. Differences among groups can be discussed, since there is not an absolutely right or wrong order for the cards.

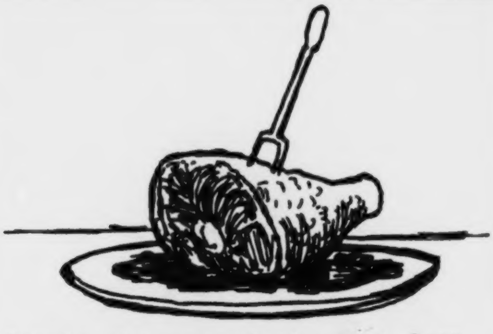
To follow up this discussion, ask them questions in English about each card, exploring how the process pictured on the card is carried out. This will require a sharing of their knowledge as well as inferences based on the illustrations.

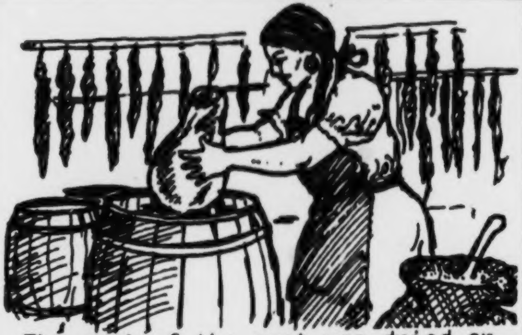
calves — los terneros
juice — el jugo
saddles — las sillas de montar
boiled — se hervían
ash — la ceniza

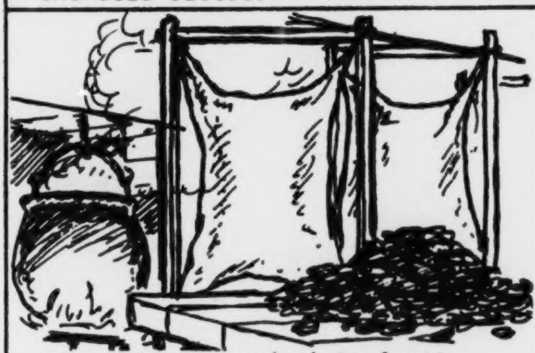
CARDS FOR THE CATTLE GAME

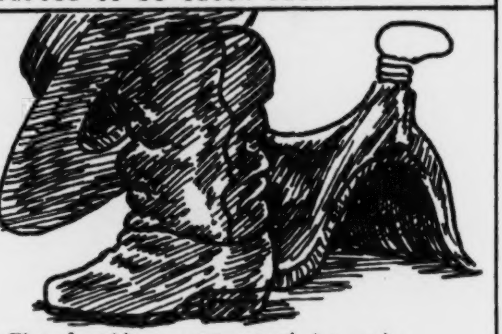

Some cows gave milk and had more calves.


Other cattle were killed and their bodies were cut up.

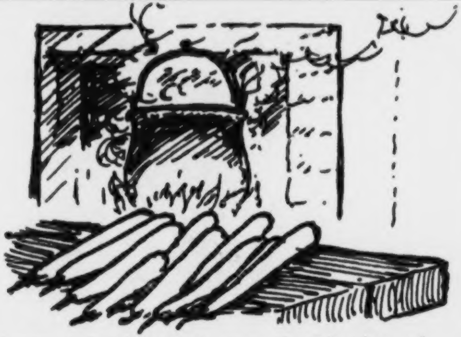

People ate some of the meat from the dead cattle.

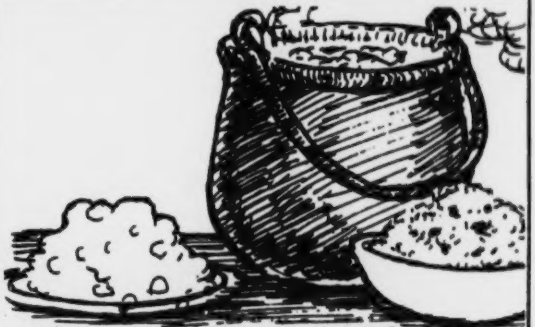

The rest of the meat was dried or salted to be eaten later.


The skin was made into leather using juice from tree bark.


The leather was used to make shoes, hats, saddles and other things.

6


Some of the fat was boiled and made into candles.


Some of the fat was boiled with ash to make soap.

SECRET TRADERS GAME

Purposes

- To reinforce students' knowledge and comprehension of the problems facing Californians who wanted to trade with ships from other countries in the years before 1821;
- To familiarize students further with the types of goods traded and needed by the U.S. and Russian ships and the Californians;
- To improve students' oral English skills.

Materials

- Enough game boards and Event Cards (prepared by teacher) to have one set for every 4 - 6 students
- Enough 3X5 index cards for the students to make "Trading Cards" (9 index cards per student)
- One die or one six-point spinner for each 4-6 students

Method

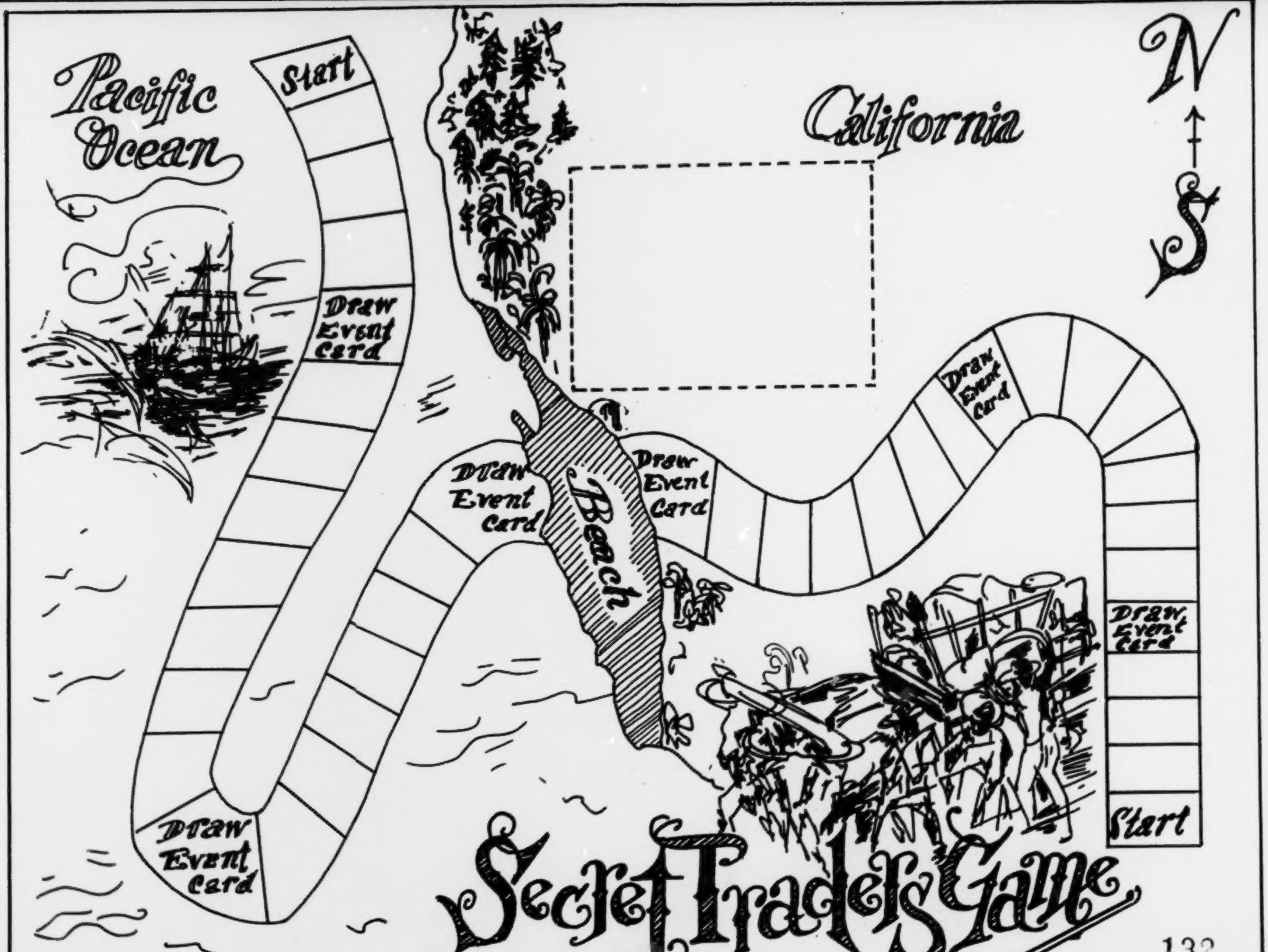
Rules of the Game

1. The Secret Traders Game is a board game played by 2-3 teams of students (2 students per team). Each team consists of a Sailor (Russian or U.S. doesn't matter) and a Californian.

   Each member of a team begins with a marker at the appropriate "Start" position on the board. To advance toward the "beach" where trading will occur, each player in turn rolls a die or spins a spinner and moves the marker the designated number of spaces.

2. Trading occurs only when both members of a team are on the beach at the same time. The team member who reaches the beach first must wait for the other to arrive. After trading their goods, both team members return to "start" by rolling the die one turn at a time, just as on the trip to the beach. One round trip is a "voyage."

3. Each team member must take six "trading cards" on each voyage. Each Californian will have three "Californian Goods" cards (representing goods made by the Californians which they could trade to the sailors) and three "Californian Needs" cards (representing items the Californians


Pacific Ocean
Start
Draw Event Card
California
N
S
Draw Event Card
Draw Event Card
Beach
Draw Event Card
Draw Event Card
Draw Event Card
Start
Secret Traders Game

need from the sailors). The sailors will take on each voyage three "Sailor Goods" cards (representing goods they have to trade) and three "Sailor Needs" cards (representing goods they want from the Californians).

Students will create these cards in a process explained later, but some examples are shown in the following chart or Trading Cards.

TRADING CARDS

Californian Goods	Sailor Needs
1) free card - can be traded for any need	1) free card - can be traded for any goods
2) fresh water	2) fresh water
3) beef jerky	3) beef jerky
4) salt pork	4) salt pork
5) rum	5) rum
6) dried fruit	6) dried fruit
7) fresh vegetables	7) fresh vegetables
8) soap	8) soap
9) lamps	9) lamps
Californian Needs	**Sailor Goods**
1) free card - can be traded for any goods	1) free card - can be traded for any goods
2) furs	2) furs
3) whale oil for lamps	3) whale oil for lamps
4) cotton cloth	4) cotton cloth
5) whale bone for tools & jewelry	5) whale bone for tools & jewelry
6) ocean fish	6) ocean fish
7) tea	7) tea
8) spices	8) spices
9) metal	9) metal

When both members of a team arrive on the beach at the same time, they trade their "goods" cards, but only if the other member of the team has the same "need" card. If the other team member does not "need" the goods the other brought, the person with those goods must carry them back to "start." The team members may not tell each other what goods and needs they are bringing on a voyage.

Here is a sample trade:

Sailor		Californian
Needs:		Goods:
fresh water	←----------------→	fresh water*
beef jerky		salt pork
soap		fresh vegetables
Goods:		Needs:
furs*	←----------------→	furs
whale oil*	←----------------→	whale oil
tea		cotton cloth

* can trade

In this trade the Californian can trade away the fresh water, because the sailor needs it; but the salt pork and fresh vegetables were not needed and must be taken back to "start." The sailor did better, able to trade away furs and whale oil needed by the Californian but not the tea. 6

4. After getting back to start at the end of each voyage, a player "packs up" three more "goods" cards and three more "needs" cards and begins a new voyage to the beach and back.

5. The object of the game is to exchange all the "goods" cards between team partners. The team which exchanges its cards first wins the game. A game lasts as many voyages as it takes for one team to win. On the last voyage a play will take the remaining goods cards, even if less than three remain.

6. The voyages of the "secret traders" are dangerous! They are fraught with perils from the Spanish soldiers (who had orders not to let the ships trade with the Californians), from the weather (and thus the road and sea conditions), and from their vehicles (ships and horse-drawn carts). These perils during a voyage rise up as Event

SECRET TRADERS GAME — EVENT CARDS

Spanish soldiers see the traders near the beach and chase them away. Both go back to "start" if either one is at the beach.	Spanish soldiers see the ship close to the shore and shoot at it. The ship goes back 3 spaces.	Spanish soldiers stop the Californians' cart. If you have not traded yet, go back 3 spaces. If you have traded, the soldiers seize one item; put one card back in your trading pile.	The ship gets lost in the fog and loses 1 turn.
The rains make the Californians seek shelter. They lose 1 turn while the storm blows over.	The Californians' cart gets stuck on the muddy road after a rain. They lose 1 turn while they push it out.	A storm makes the water too choppy for the ship to land. It loses 1 turn while the storm blows over.	The wheel breaks on the Californians' cart. Go back 1 space and lose 1 turn while it is fixed.
The horse pulling the Californians' cart can't make it over a hill. They lose 1 turn while they get out and push.	Two ropes on the ship's mast break. The ship loses 1 turn while repairs are made.	The wind tears a sail. The ship loses 1 turn while it gets sewn.	Your lucky day! The sailors and Californians advance 3 spaces. (Go to the beach if you are one space away.)

Cards. When a player lands on an "Event" space, he or she draws the top card from the "Event Card" pile. One event is good, but most are bad, and some are worse than others!

A player who draws an Event Card (or the team partner) must follow the instructions, even if it applies to the team member. For example, if a Californian draws the Event Card which says "The ship gets lost in the fog and loses one turn," that person's sailor partner loses his or her next turn. Thus a player's fate is bound up with that of his or her secret trading partner.

7. If, as the game is played, a situation occurs that is not covered by these rules, make up your own!

Preparations Before Class

9. Prepare Game Boards and Event Cards for the class to play the game. Four to six students (2-3 teams) can play on each board at a time, and one set of event cards per board is needed. Duplicate as many copies of the Secret Traders Game Board and Event Cards pages as needed for the class.
    The game board can be just the paper copy or can be taped or glued onto a piece of cardboard. Each copy of the Event Cards page must be cut up into 12 cards, and can be used as is or taped or glued onto cardboard. The back of each event card must be labeled "event card" in large letters.

10. Bring dice or make six-pointed spinners. These can easily be made with a piece of cardboard with a circle drawn on it and divided into six numbered sections. Use a straightened paper clip poked through the center of the circle for the spinner. Or, have the students bring dice or make their own spinners (preferably as a homework assignment).

Preparations In Class

11. You may wish to make Trading Cards before class in order to save time in class, but we recommend having students make up a list of goods and needs for the sailors and Californians in order to reinforce their understanding of these two groups. Begin by making a chart on the board, like this:

Californian Goods	Sailor Needs
Californian Needs	Sailor Goods

Then have the students use their knowledge from the text (pp 118-119 and 124-127) and their imaginations to suggest items. Use the ideas for Trading Cards shown above in the chart in the "rules of the game" section if they get stuck. Point out that the Californian Goods and Sailor Needs must be the same (for trading to be worthwhile) as must the Sailor Goods and Californian Needs.

12. After nine goods and needs have been listed, have the students make the Trading Cards, each of which will have one item written on it. On the back of each card must be written Californian Goods, Sailor Needs, Californian Needs, or Sailor Goods. Thus, there will be 36 Trading Cards per team. Each card can be half of a 3X5 index card (i.e., 2½ X 3½"). This will take time and can be a homework assignment.

13. After all materials are prepared, separate the students into groups of 4-6, distribute the game boards and Event Cards, and explain the rules of the game. It should be fun and educational!

LA GUERRA DE LA INDEPENDENCIA MEXICANA

Las Metas

- Para familiarizar a los alumnos con los actores y sucesos principales de la guerra de la independencia mexicana;
- Para aumentar familiaridad con la sociedad mexicana y por extensión la sociedad californiana de esa época;
- Para mejorar sus habilidades de lenguaje oral.

El Método

1. Lea a los alumnos el texto que sigue, parándo cuando sea necesario para explicar o escribir palabras claves en la pizarra.

En el año 1810 cuando comenzó la guerra de la independencia, cuatro grandes grupos de gente vivían en México:

(a) los españoles llamados "peninsulares" (de la península ibérica en que está España) que ocupaban las posiciones más importantes del gobierno colonial y reservaban por ellos la mayoría de las tierras más ricas y extensas del país; 6

(b) las personas de origen español nacidas en México, llamados "criollos" de quienes algunos eran ricos y dueños de ranchos grandes, y la mayoría miembros de las clases medias (comerciantes, abogados, médicos, sacerdotes, profesores, oficiales del ejército etc.);

(c) las personas de origen mezclado (español e indígena) conocidos como "mestizos" de quienes la mayoría era pobre y encontraban discriminación y desprecio de parte de los peninsulares y criollos;

(d) los indígenas puros a quienes el gobierno y los ricos denegaban todos los derechos civiles, y de quienes un gran número trabajaba bajo condiciones muy malas como esclavos o labradores pobres en los grandes ranchos.

Al lado y adentro de estos grupos estaba la iglesia católica, que había devenido después de dos siglos la dueña de las tierras más extensas de todas, y a quien pertenecía casi toda la población de México, incluidos los indios.

Los criollos californianos deseaban ser independientes de España, como ya sabemos, porque tenían dificultades de obtener de España los artículos que necesitaban y estaba prohibido negociar con países no pertenecientes al reino de España. La gente de México llegó a querer la independencia por sus propias razones, razones que también variaban entre los grupos sociales.

A los criollos mexicanos también les irritaban las leyes contra el comercio con países extranjeros, pero lo que más les irritaba era la discriminación contra ellos practicada por los peninsulares. Además les enojaban otras leyes que prohibían en México varios tipos de industria y agricultura para proteger a los sembradores españoles (por ejemplo, no se podía cultivar uvas para hacer el vino ni criar los gusanos de seda).

Por su parte los mestizos y los indios sentían cada vez más cólera contra los dueños ricos y el sistema de leyes que permitía a esos dueños de tratarles muy mal y de mantenerles en la pobreza y la esclavitud. Pero al principio ni los indios y mestizos ni los criollos pensaban en la independencia completa, sino en una constitución mejor que les dieran los derechos que les faltaban.

En el año 1810 el emperador Napoleon de Francia capturó por un truco al rey Ferdinando de España e impuso en el lugar de Ferdinando a su hermano Joseph, para hacer de España una parte del imperio francés. El pueblo de España se rebeló contra Joseph el ejército frances y en el sur del país se formó otro gobierno leal a Ferdinando.

Cuando llegaron estas noticias en México había un gran oleaje de lealdad a Ferdinando, pero los oficiales del gobierno colonial seguían los mandatos del nuevo rey. La amargura que sentían los criollos pobres, los mestizos e indios se canalizó muy rapidamente en un sentimiento nacionalista, "mexicanista" e anti-peninsular.

La guerra de la independencia comenzó el 10 de Septiembre de 1810, cuando el Padre Miguel Hidalgo, un sacerdote criollo muy compasivo a los indios y mestizos, gritó de su púlpito en el pueblo de Dolores, "Mexicanos, viva México!" y siguió a denunciar a los peninsulares como traidores al rey. Entonces Hidalgo encabezó un ejército rebelde de mestizos y indios y tomó algunas ciudades importantes, capturando y a veces matando a los peninsulares que vivían allí. Sin embargo pronto el ejército rebelde sufrió una serie de derrotas hasta que seis meses después de su "Grito de Dolores" los españoles capturaron a Hidalgo y lo fusilaron.

El papel de Hidalgo como jefe del movimiento para la independencia fue tomada por otro sacerdote criollo, el Padre José Morelos que en 1813 escribió con otros patriotas una declaración de la independencia que exigía:

(a) que México no perteneciera más a España;

(b) que se impusieran impuestos sobre rentas personales y sobre las importaciones de artículos estranjeros;

(c) que la fé católica fuera la única religión de México;

(d) que no se permitiera la esclavitud y que todos los hombres fueran iguales bajo la ley;

(e) que todos los peninsulares se expulsieran del país.

La mayor parte de los criollos no suponían esta declaración y después de muchas batallas Morelos se venció en su turno. Sin embargo, al mismo tiempo el gobierno leal a Ferdinando, que se situaba a Cádiz en el sur de España, publicó una nueva constitución que permitió la libertad de religión y de expresion y dió la igualdad bajo la ley a todos los hombres. A los criollos ricos y a muchos sacerdotes no les gustó esa nueva constitución y empezaron a pensar otra vez en la 6
independencia.

El rey Ferdinando se pronunció contra la constitución pero cuando volvió al trono en 1814 se forzó a aceptarla. Los mexicanos ricos consideraban que, puesto que la constitución era contra la voluntad del rey, ellos no debieran de obedecerla. Al fin, en 1820, se decidieron de luchar. Escogieron por su jefe al general Don Agustín de Iturbide, que hizó un acuerdo secreto con el líder rebelde Guerrero y en Febrero de 1821 publicó el "Plan de Iguala" que declaró lo siguiente:

(a) que México fuera un país independiente que pudiera ser gobernado por el rey de España o por otro rey europeo;

(b) todas las personas que vivían en México fueran ciudadanos, los indios y los peninsulares inclusos;

(c) no se tolerara otra religión en México que la fé católica.

Este plan ganó muy rapidamente el apoyo de casi toda la población y en julio el representante del gobierno español firmó un acuerdo que dió a México su independencia.

2. Encabece una charla acerca de las preguntas siguientes:

(a) ¿Por qué no apoyaban la mayoría de los criollos especialmente los ricos la declaración de Morelos?

(b) ¿Por qué sí apoyaban los criollos el Plan de Iguala?

(c) ¿Por qué también apoyaban el Plan los mestizos e indios?

(d) ¿Cómo eran semejantes la declaración de Morelos y el Plan de Iguala, y cómo eran distintos?

(e) ¿Por qué habían seguido leales al rey los indígenas y mestizos hasta 1810?

(f) ¿Por qué seguían los criollos leales al rey de España?

(g) ¿Por qué les disgustó la nueva constitución a los criollos ricos?

(h) ¿Por qué también les disgustó esta constitución a muchos sacerdotes?

(i) ¿Qué piensan Uds. de Hidalgo y Morelos como sacerdotes que encabezaban ejércitos y luchaban con armas?

(j) ¿Por qué dos sacerdotes se hicieron jefes de un ejército popular?

(k) ¿Por qué no lucharon los indios californianos para ser independientes de España?

(l) ¿Por qué no lucharon más para la independencia los criollos californianos?

(m) ¿Hay países de hoy en día que se parecen a México antes el 1810 o durante la guerra de la independencia?

(n) Puesto que sí, ¿Cómo son semejantes? ¿Cómo distintos?

3. Después de que los alumnos terminen el ejercicio III de la hoja de trabajo 33, pídales que consideren las preguntas siguientes:

(a) En muchos países de la América Latina se divide la población en criollos, mestizos y indígenas, pero las proporciones entre los tres grupos varian según el país. ¿Comó se divide la población en su país de origen? ¿Ha cambiado México en este respecto desde 1810?

(b) Los peninsulares eran una parte muy pequeña de la población de México. ¿Como pudieron controlar el gobierno y muchas de las tierras del país durante más de un siglo?

(c) En México en 1810, una minoría de la población (1,400,000 de entre más de 6,000,000) poseían casi todas las tierras y las otras riquezas del país. ¿Se ha mejorado mucho esta situación? ¿Hay países latino americanos en donde persisten tales condiciones?

WHERE THE BIG RANCHES WERE

Purposes

- To reinforce students' comprehension of the land grant system in Mexican California;
- To increase students' knowledge of the location and scale of land grants and big ranches;
- To build students' map reading skills, by teaching them to find locations on a map using coordinates;
- To develop students' oral English skills.

Materials

- 1 copy per student of the following maps of Mexican Land Grants
- As many city/highway maps of the San Francisco Bay Area as possible, preferably with one per student; xeroxed maps are hard to read, but can work, especially if students color in the large water areas

Method

Summary

Part I: The coordinates on maps are explained, and students must locate land grants on their maps using the coordinate system.

Part II: Students must compare their maps of the big ranches in the San Francisco Bay Area with a modern city/road map and tell what cities now exist where the big ranches were.

Part III: Facts about land grants are read to the students, and the questions that follow are a springboard for class discussions.

Part I: Where the Land Grants Were

Look at the map of Mexican Land Grants. You will see that it is divided into squares. Along the top and bottom of the map are the numbers 1 - 10. Along the left and right sides of the map are the letters A - J. Each number identifies a column of squares running from top to bottom of the map. Each letter identifies a row of squares running across the map. So each square is in one column and one row.

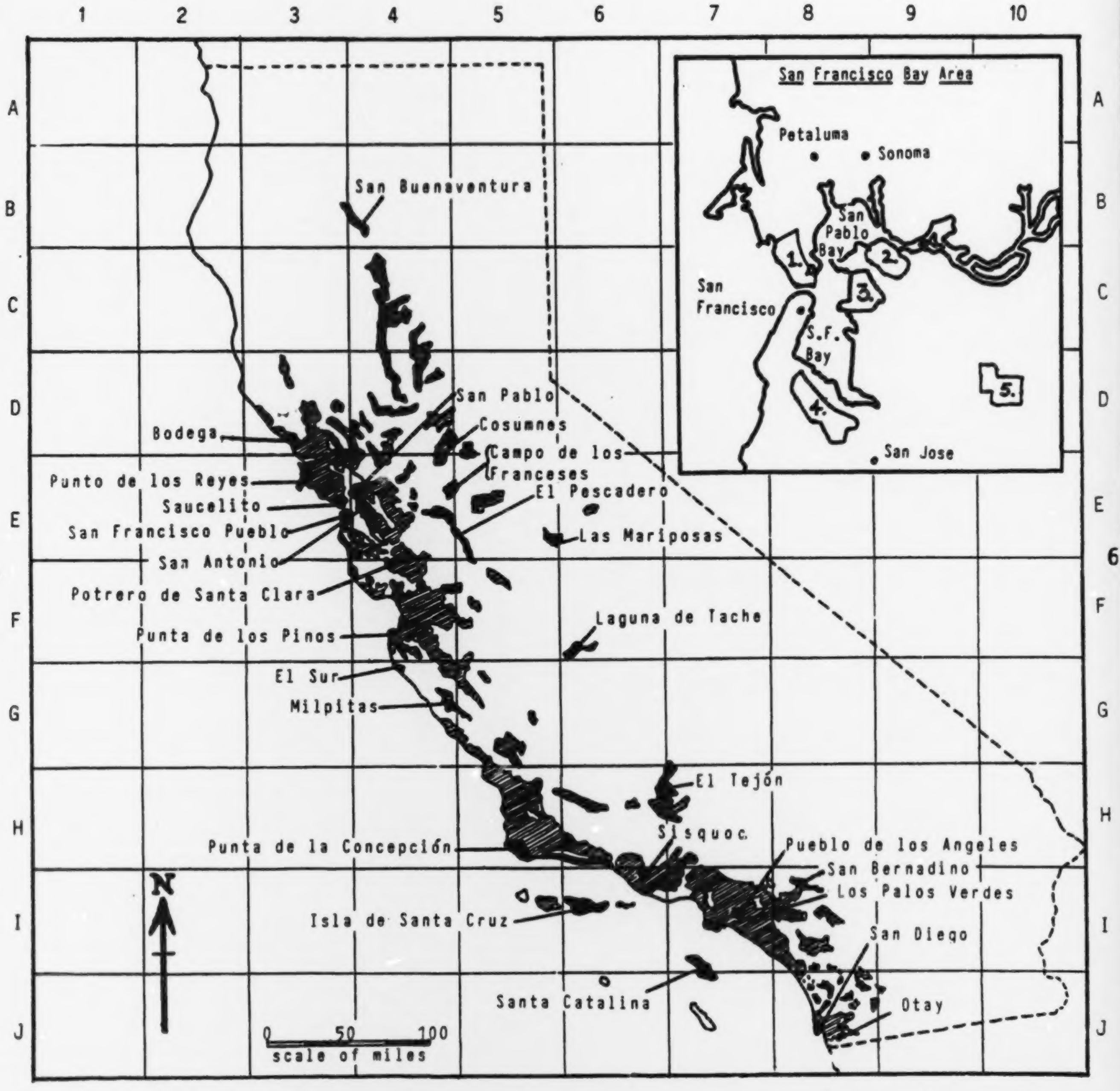
MEXICAN LAND GRANTS

KEY:

- - - = borders of present-day state of Calif.

▨ = Land Grant

● = Land Grant named on map


1 2 3 4 5 6 7 8 9 10
A B C D E F G H I J
San Francisco Bay Area
Petaluma
Sonoma
San Pablo Bay
San Francisco
S.F. Bay
San Jose
1.
2.
3.
4.
5.
San Buenaventura
San Pablo
Cosumnes
Bodega
Campo de los Franceses
Punto de los Reyes
El Pescadero
Saucelito
San Francisco Pueblo
Las Mariposas
San Antonio
Potrero de Santa Clara
Laguna de Tache
Punta de los Pinos
El Sur
Milpitas
El Tejón
Sisquoc
Punta de la Concepción
Pueblo de los Angeles
San Bernadino
Los Palos Verdes
Isla de Santa Cruz
San Diego
Santa Catalina
Otay
N
0 50 100
scale of miles

Taken from Historical Atlas of California, 1974, p. 24.

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For example, the square in column 4, row B contains most of the San Buenaventura land grant; we will call this square 4B. As another example, the square in column 5, row H contains the land grant Punta de la Concepción and is called 5H. All the features on this map can be located in this way. Many maps are marked like this to help us find features more easily.

Use the system of columns and rows (which is called a grid) to help you answer the following questions:

1. What land grant is in square 6F? (Laguna de Tache)
2. What land grants are in square 7I? (Pueblo de los Angeles, Los Palos Verdes, part of Santa Catalina island)
3. In what square is Bodega? (3D)
4. In what squares is El Pescadero? (4E, 5E, 5F)
5. What land grants are in square 3E? (Punta de los Reyes, Saucelito, San Francisco Pueblo)
6. In what square is San Diego? (8J)
7. What land grants are in square 8H? (none)
8. What land grants are all or partly in square 4E? (San Pablo, San Antonio, Campo de los Franceses, El Pescadero, a very small part of Potrero de Santa Clara).
9. In what squares is El Tejón? (6G, 6H, 7G, 7H)
10. What land grant is in square 4C? (not named)

Now use the direction indicator in the lower left corner of the map to answer some more questions:

1. Which land grant is the farthest south? (Otay)
2. Which is the farthest west? (Bodega)
3. Which land grant is closest to El Pescadero to the north? (Campo de los Franceses)
4. Which land grant is due west of Pueblo de Los Angeles? (Isla de Santa Cruz)
5. Which land grant is due north of Campo de los Franceses? (Cosumnes)

6. Which land grant is closest to Saucelito to the northwest? (Punta de los Reyes)

7. Which land grant is closest to El Sur to the southeast? (Milpitas)

8. Which coastal land grant is farthest north? (Bodega)

Part II: Find the Bay Area Cities

On the map of the San Francisco Bay Area next to the the map of California, you will see enclosed areas numbered 1 - 5. These areas represent the most important Bay Area ranches. The names are:

1. Rancho Saucelito, given to Mr. Richardson;
2. Rancho El Piñole, given to Mr. Martinez;
3. Rancho San Antonio, given to Mr. Peralta;
4. Rancho Las Pulgas, given to Mr. Argüello;
5. Rancho Las Positas, given to Mr. Livermore.

Now look at the city/road map of the Bay Area. Which cities are located today where these ranches used to be? Write the names of the cities near the correct areas on your map.

Notice the names of the ranches and the men they were given to. Are any of these names familiar?

Part III: Facts and Questions About Mexican Land Grants

6

Facts

1. The Mexican government gave most of its land grants in California between 1824 and 1846, although most of this land was given between 1836 and 1846.

2. By 1846, one-twelfth of the land in California was privately owned, held by only a few people.

3. Two thirds of the land grants went to Mexicans, and one-third went to non-Mexicans.

4. The average land grant was for 65 square kilometers (or 25 square miles or 16,055 acres). Some were smaller and some were much larger than this.

5. By the 1970's, 19 of the original ranches still existed.

Questions

1) Why did the Mexican government give large land grants in California?

2) Why did the Mexican government want to have California populated?

3) Why do you think the Mexican government wanted to give land grants only to Catholics? to Mexican citizens? to men?

4) How do you think the California Indians felt about the Mexican land grants, especially the Indians who lived where the land grants were?

5) The average size land grant was about 25 square miles. San Francisco today is approximately square, about 7 miles an a side. How many average sized ranches would fit in San Francisco? (Two)

PLANNING A FIESTA

Purposes

- To give students practice at organizing information on a topic, and giving an oral report to the class;
- To give students practice at making inferences from information in the text;
- To familiarize students with life on the big ranches in California.

Materials

No special materials are needed.

Method

Everyone loves a fiesta! Like people throughout the world, the people on the big ranches in Mexican California had fiestas or holidays — two or three days of fun and food.

But a big fiesta on a big ranch takes big planning, and that is what this activity is all about. It requires five major steps:

(1) the entire class makes lists of the kinds of people on the ranch and the fiesta activities they will plan;

(2) students volunteer to be the different people on the ranch;

(3) the different groups of students plan their activities;

(4) each group reports back to the class on its plans;

(5) the class builds a master schedule for the fiesta.

Step 1. Make lists of the kinds of people and the activities they will plan. Refer students to the drawings and text on pages 134 and 135 and have them see how many they can think of, but here is a starter list:

- ranchowner and his family
- farm/field workers
- cowboys
- house servants: cooks and maids

- children of all ages
- elders
- Crafts people: carpenters, potters, masons, leather workers, maybe glass blowers, and others

In addition, the ranch people would certainly invite many guests, including neighbors, the local priest, and maybe some local soldiers. Most guests would not be expected to do any planning or work, except the priest who would say mass and lead prayers at meals, etc.

Now have students make a list of activities, telling which person(s) will plan which activities. Here are some ideas:

- foot races
- horse races
- rodeo
- younger children's games (and toys)
- music/songs/dance
- meals
- work — washing clothes and dishes, and preparing guest rooms
- decorating — including candles, lanterns, signs, flowers, etc.

Step 2. Have students volunteer to be the different people on the ranch. Have them work in groups of two to six.

Step 3. Have students plan the activities they are in charge of. In such planning it is useful to ask the questions: Who will do what, when, where, why, and how? You, as the teacher, may have to move from group to group to help give direction to the planning effort.

Here are some sample suggestions you can give to different groups:

- Ranchowner and family: Plan the guest list; how many people will there be? Make a map of the ranch and show where different activities will occur, and how much space is needed for each. Circulate among the different groups to coordinate plans (e.g., where guests will sleep, when events will occur, what extra furniture is needed, how much food needs to be obtained and where.) Assign a decorating committee (e.g. older children and elders) if there is not one already.
- Cowboys: Prepare for rodeo and horse races. Slaughter and butcher cows for the meals — how long will that take? Take invitations to guests.

- House servants: Plan the menus for breakfasts, big noon meal, and light evening meal. Make some extra fancy (but available) fiesta food! Kill and cook the chickens— how long will that take?

- Craftspeople: What will be needed that is not already there? Extra tables and benches or chairs? Where will the wood come from? Extra dishes? Lanterns?

- Older children: What will they want to do that is extra special fun for 2 - 3 days? Plan some games and adventures.

- Younger children: Who will watch them? Plan some games for them.

Each group should organize plans, so they can be stated to the class clearly and briefly. Have them decide on and follow principles for organizing their presentation— such as a daily schedule of preparations and activities in chronological order, or a list of activiites explained in order from biggest to smallest, etc. Make sure the presentation separates pre-fiesta preparations from activities during the fiesta (so the carpenter is not planning to build a table during the rodeo and miss all the fun).

Step 4. Each group will make a short report to the class about its plans, both for preparations and activities during the fiesta. The report should be well organized. It can be presented by a spokesperson or different members can present different parts of the report.

Step 5. The class should build a master schedule for the fiesta. One person (maybe the teacher or the ranchowner) can be moderator for discussion of the schedule. Another person can be the scribe, writing the activities of the schedule on the board. The schedule can be divided into morning, afternoon, and evening of the first, second, and third days respectively (or any other convenient divisions of time). During this discussion there will probably have to be some negotiation about when activities would occur during the fiesta. 6

CHAPTER 7:

CALIFORNIA BECAME PART OF THE UNITED STATES

There are three main themes to emphasize in teaching this chapter:

(a) The U.S. annexed more and more land in North America during the 1800's. By the 1840's some settlers were moving into the Oregon territory and a few were filtering into California's Central Valley, where they could get land if they became Mexican citizens.

(b) In 1846, some U.S. settlers attacked and captured a Mexican fort and declared California a free country called the California Republic.

(c) Soon after this, war broke out between Mexico and the U.S. because the U.S. wanted to take Texas, California and other parts of the region from Mexico. The U.S. soldiers easily captured California by 1847 and won the war with Mexico by 1848, thus making California a part of the U.S.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "John Charles Fremont" (22 mins.)
Encyclopaedia Britannica Educational Corp., 1950.

(2) "California's Dawn, Part II: Missions, Ranchos, and Americans (15 mins.)
Kleinberg Films, 1963. (Out-of-print, but may be available in your district A-V library)

Chapter 7
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	142 - 145	34	The U.S. Grew, Across North America	• Definir la palabra con una oración (vocab.)	• Write a sentence about a picture, using the appropiate vocabulary word (vocab.) • Multiple choice answers to question (comp.) • Write a complete sentence to answer a question of fact (comp.)	• Read a political map
2	142 - 143	The U.S. Grew 1800-1848	U.S. Expansion		• Answer a question of inference (comp.)	• Locate a word in an encyclopedia, dictionary
3	146 - 151	35	Bidwell's Trip, Donner Party	• Escribir una oración sobre un concepto derivado del libro (comp. , gram.)	• Write a sentence about a picture, using the appropriate vocabulary word (vocab.) • Write a short answer to a question of fact (comp.) • Write a sentence to answer a question of inference (comp.)	• Read a highway map
4	146 - 151	Wagon Trip West Game	Bidwell's Trip, Donner Party		• Answer a question of inference (comp.)	• Organize information on a designated topic

Vocab.= vocabulary skill　　Comp.= comprehension skill　　Gram.= grammar skill

Chapter 7 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
5	146 - 151	Escribir un anuncio	Bidwell's Trip	• Escribir una oración sobre un concepto derivado del libro (comp.)		• Organize information on a designated topic
6	152 - 155	36	The U.S. Became Interested, Californians Start a Republic	• Definir la palabra con una oracion (vocab.)	• Match a word with its definition (vocab.) • Write a complete sentence to answer a question of fact, (comp., gram.) • Multiple choice answers to questions (comp.)	
7	154 - 155	La República de California: Un Drama	Californians Start a Republic	• Responder a una pregunta de inferencia (comp.) • Dar un informe oral a la clase (comp.)		• Organize information on a designated topic
8	156 - 159	The Mexican American War	War Between Mexico and the U.S.		• Answer a question of inference (comp.)	• Recognize and read different types of maps
9	156 - 159	37	War Between Mexico and the U.S., Whole Chapter		• Use a vocabulary word in a sentence (vocab.) • Write a sentence to answer a question of inference (comp.)	• Make a bar graph and a pie graph

Vocab.= vocabulary skill   Comp.= comprehension skill   Gram.= grammar skill

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Chapter 7 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
10	146 - 159	38	Whole Chapter	• Identificar la oración clave de un párrafo (comp.)	• Answer a question of fact, substituting pronouns (gram.)	• Make a time line

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

THE UNITED STATES GREW
1800 - 1848

Purposes

- To enlarge and reinforce student comprehension of the U.S. expansion during the first half of the nineteenth century;
- To clarify the chronological and causal relationships between events in California and elsewhere on the continent during this period;
- To introduce elementary research skills;
- To improve students' oral English skills.

Materials

- 3-5 English dictionaries (e.g., Webster's Collegiate)
- One or more encyclopedias
- A Spanish-English/English-Spanish dictionary
- 3-5 sheets of paper per student

Method

1. Review, if necessary, how to look up words in a dictionary and encyclopedia (i.e., alphabetizing). Point out and explain the "Biographical Names" and "Geographical Names " sections in the back of the dictionary.

2. While the rest of the class is doing independent work, pull out groups of 3-5 students and have them look up the following words in the English dictionaries: 7

   — Manifest Destiny
   — James Monroe (Monroe, James)
   — Monroe Doctrine
   — Louisiana Purchase
   — annexation
   — cession

   If they cannot find one or more of these terms in the dictionary, have them locate them in the encyclopedia instead. (Check beforehand to ensure that the encyclopedia you provide covers all terms not covered by the dictionary.) Have them write down the dictionary definitions word for word. Have them look up the unfamiliar vocabulary in the definitions in an English-Spanish dictionary. If they look up words in the encyclopedia, see if they can find the topic sentence in each paragraph of the entry and copy it down also.

3. When all groups have finished, review the definitions one by one, explaining or paraphrasing all unfamiliar vocabulary. Summarize the definitions on the chalkboard.

4. Use the definitions as a basis for discussing the following questions:

   a. Why couldn't other countries take land if many U.S. settlers were living there?

   b. Why did many U.S. people think it was the "manifest destiny" of the U.S. to grow across the North American continent?

   c. Why did the French sell the whole middle part of North America to the U.S.?

   d. Why did Monroe think that European countries should not have power in the Americas?

   e. Why did U.S. settlers want to go to the West when the trip was so long and dangerous?

   f. Do you think the settlers had the right to move onto the Indians' land even if the Indians only used it once in a while for hunting and gathering?

WAGON TRIP WEST GAME

Goals

- To reinforce students' comprehension of the difficulties facing early U.S. settlers on their journey west and the cooperation and resourcefulness required of them;
- To improve their logical and information-organizing abilities;
- To improve their dictionary skills;
- To develop their oral English skills.

Materials

- Spanish-English dictionaries;
- One game board for each group of 6-8 students reproduced from master provided in the Teacher's Guide
- One set of Event Cards for each group, reproduced from master provided
- 1 sheet of lined paper per student for Supply Lists
- Two dice or a 12-point spinner for each group
- One marker per player

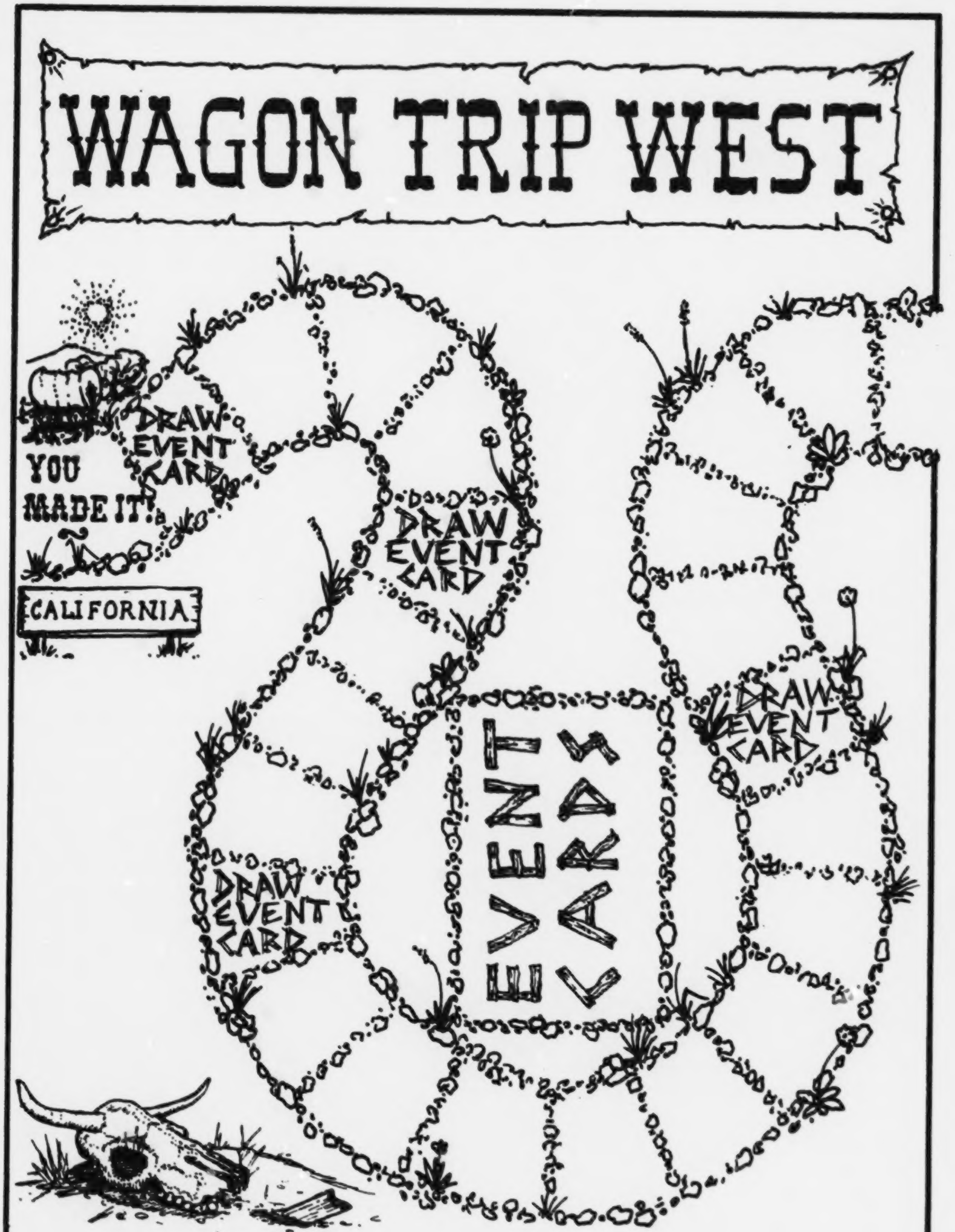
Method

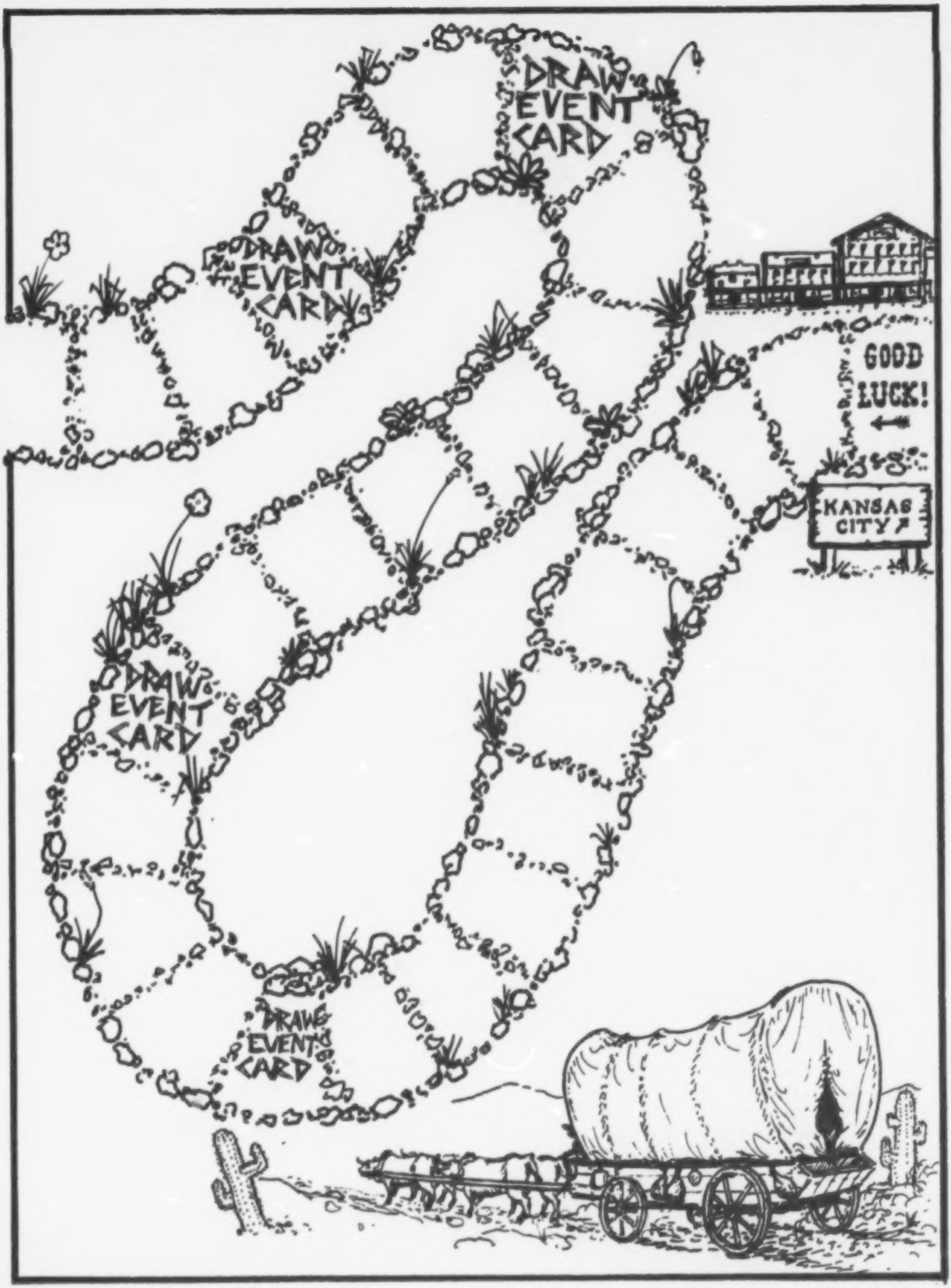
Rules of the Game

1. Wagon Trip West is a board game played by 2 teams (3-4 students per team). Each student "drives" one wagon. Together, the team members make up a wagon train. The object of the game is to get the members of your wagon train and their supplies from Kansas City to California. Wagon trains are awarded 5 points per surviving train member, 1 point per remaining supply item, and a 5-point bonus for getting all survivors across first. The game goes on until all survivors from both teams have arrived. The team with the most points after all survivors and their supplies have arrived wins the game.

7

2. Each player begins with her/his "wagon" marker at the Start (Kansas City). To advance on the trail, a player throws a die or spins a counter and moves her/his marker the designated number of spaces west. Each team alternates in taking a turn, and members


WAGON TRIP WEST
DRAW EVENT CARD
YOU MADE IT!
CALIFORNIA
DRAW EVENT CARD
DRAW EVENT CARD
EVENT CARDS
DRAW EVENT CARD


DRAW EVENT CARD
DRAW EVENT CARD
GOOD LUCK! ←
KANSAS CITY ↗
DRAW EVENT CARD
DRAW EVENT CARD

BEST COPY AVAILABLE

of a team rotate in their turns. The same sequence of players is followed throughout the game or until any given player is eliminated. (Which of the trains goes first can be decided by a preliminary throw or a spin for lowest score.)

3. Each player begins the game with a Supply List which she/he has prepared before the game begins (see below).

4. When a player's marker lands on an "Event Card" square, that player must draw the top card on the stack and read it aloud.

    (a) If the card states that the player is killed she/he is eliminated from the game. If that player's wagon is not destroyed, each surviving wagon in her/his train may take up to one quarter of the items on her/his Supply List.

    (b) If the card states that the player's wagon is destroyed, she/he may "ride" with the wagon from her/his team that is nearest on the board. In these cases the card will specify what this wagon will have to give up (speed or supplies).

    (c) If the card calls for specific items required to cope with the event, the player must attempt to produce these from her/his Supply List. If the player does not have these items, they may be provided by other train members who do. If no player in the wagon train has the required items, the player who drew the card is eliminated from the game together with her/his supplies.

NOTE: This version of the game can be played only once, since after it the students will know what supplies are required to cope with the events on the cards. A repeatable version can be created according to the instructions in Section 12 below.

Preparations Before Class

5. Prepare Game Boards, markers and Event Cards for the class to play the game. Eight students (2 wagon trains) can play at each board at a time. One set of Event Cards is needed per board. Duplicate as many copies of these materials as needed. You may of course prefer to pull students out in small groups to play at a single board, but this creates the disadvantage that earlier players may inform later ones about the particular items they will need.

WAGON TRIP WEST - EVENT CARDS

Your wagon's back axle breaks. There are big trees near the trail. If you have an axe to make a new axle, go on after 2 turns.	You have to cross a wide river. On the other side is the desert. If you have water or something to carry it in, go on after 1 turn.	It rains for 3 days and your wagon gets stuck in the mud. If you can get a shovel and a rope from your wagon train to get your wagon out, go on after 2 turns.
You lose the wagon train in the desert during a big sandstorm. You can't see the sun. If you have a compass to find your way, go on after 2 turns. No one can help you.	All your smoked and salted meat is spoiled when you cross a river. If you have a gun to hunt with, go on after 1 turn.	It gets very cold on top of the mountains. If you have an axe to cut firewood, go on after 1 turn.
You come back to your wagon and see a big bear taking your food. You don't have your gun. If you have a knife to kill the bear with, go on after 1 turn. No one can help you.	A big wind has torn up the cover of your wagon and it is snowing. Fix the cover and go on after 1 turn.	You make some Indians very angry by crossing their sacred land. Give them 2 items and go on after 2 turns.
You have little food left. Some Indians offer to trade you buffalo meat. Trade a gun and one other item, and go on after 2 turns.	Your wagon breaks down in the desert and can't be fixed. You ride with the wagon nearest you, but that makes the wagon go slowly. Move one square less than your dice or spinner says from now on.	You and your wagon are carried away by the water while you try to cross a river. You are killed and your wagon is lost.
Crossing the mountains, your wagon falls off a cliff. You ride with the wagon nearest you but they must leave behind one quarter of their supplies to make room for you.	You fall from your wagon and die. Each of the other wagons in your party can take up to one quarter of the items from your supplies.	You die of fever in the desert. Each of the other wagons in your party can take up to one quarter of the items from your supplies.
Indians attack! You are killed, and your wagon and supplies are burned.	Friendly Indians help you cross the desert. Take an extra turn.	Because of good weather, you get over the mountains quickly. Take an extra turn.

The Game Board and Event Cards can be glued to tagboard for greater durability. However, the Event Card page must be cut up into 18 cards, and the back of each card labelled "Event Card" in large letters.

6. Bring dice or six-pointed spinners (see instruction #10 for Secret Traders Game, Ch.6).

Preparation In Class

7. In order to save time, you may wish to prepare a Master Supply List from which students can pick items in class, but we recommend having the students make up their own Lists following the procedure outlined below.

Begin by reviewing the material in the book on the early U.S. settlers (pp. 142-153). Focus particularly on:

(a) the method of transportation (the wagons themselves, the animals that drew them);

(b) the form of organization (the wagon train, individuals or families travelling together and helping each other);

(c) the types of problems that arose (heat, cold, lack of food and water, difficult terrain, breakdowns, loss of supplies and tools, attacks by wild animals, problems with Indians);

(d) the technology available (no electricity or gasoline engines, hand tools much like ours today, single-shot rifles).

Tell the students that they are going to play a game in which they will be settlers crossing the West in wagon trains. Remind them that, as in the case of John Bidwell's party, the people in each wagon are responsible for bringing all the supplies they will need. Ask them to imagine that they are in Kansas City in 1840. Each one of them is responsible for a wagon and must buy supplies. Tell them they will need items from each of the following categories:

- Food
- Clothing (and other fabric)
- Tools
- Utensils (and other containers)
- Weapons
- Other supplies (e.g. rope, candles, etc.)

Point out that space in a covered wagon is extremely limited. For this reason they can take only 15 items, including at least one from each category. Pass out paper and have them make their lists individually, without seeing each others' work. When they do not know the English word for a particular item or items, they should use the Spanish-English dictionaries. As soon as the Lists are completed, collect them, making sure the students' names are on them.

Playing The Game

8. Explain the rules of the game, making sure that the students understand the relationship between Supply Lists and Event Cards and that they know they can help each other. Then organize students into "wagon trains" of 3-4 students per train. Pass out dice or spinners, Boards, markers and Event Cards (making sure that Event Cards are stacked face down on the space marked on the Board). When the groups are settled, pass out the Supply Lists, reminding them that they cannot change these. There are no stores in the wilderness!

9. Have students play the game through. If contingencies come up that are not anticipated in the rules, make up a new rule!

Post - Game Discussion

10. Show students a large physical map of the United States (or several smaller ones if available). Trace the route taken by John Bidwell's party as shown on the map on p.148. Which large river did they have to cross? Which deserts? Which mountains? Try to give the students a feeling for the immense distances involved and the long duration of the trip. 7 For instance, use the map scale to show 18 miles on the map, the average distance travelled by a wagon train in one day.

11. Lead a discussion about the goals of settlers once they arrived in the new land and what they would need once they were there. Use the following questions as a basis:

    (a) What were nearly all the settlers planning to do once they got to Oregon or California? (They were going to farm.)

    (b) What would they need to take with them in the wagon that might be difficult to get in the new land? (Ploughs, horse collars and harnesses, seeds, wood and metal-working tools, etc.)

(c) How would they decide where to stop their trip and begin building their farm? (Trees for firewood and lumber, a stream or river for water, good soil, land that would not be too hard to clear and plough, etc.)

(d) What other things might they think about when deciding where to settle? (How close they wanted to be to other people: close enough to get help if they needed it or to visit sometimes, far enough away to have room to make a big farm.) Point out that some people settled alone or with their families and others started villages.

(e) What about the Indians who were living there already? Point out that most Indians moved around all through the year, and that settlers might have been living on land for months before Indians came back and claimed it as their place for hunting or fishing. Then there were sometimes fights. Point out also that many Indians were friendly to the early settlers and helped them.

Making a Version For Repeated Use

12. A repeatable version of this game can be easily prepared by converting the Supply Lists into Supply Cards, as follows:

(a) Using 2-3 squares of tagboard make 3 cards of each of the following:

axe
shovel
compass
barrels
skins
cooking pots
rope

and 4 cards of each of the following:

gun
knife
blankets

(b) Limit the game to 6 players (3 per wagon train). Shuffle the 42 Supply Cards, turn the pack over and have each student in turn take a card until the pack is divided equally (each student will have 7 cards).

(c) Students must conceal their "hands" from each other (including members of their own wagon train) and only show the card when it is called for by their own or a team-mate's Event Card. After each Supply Card is used it must be discarded.

In all other respects the game is the same.

ESCRIBIR UN ANUNCIO

Las Metas

- Para reinforzar la comprensión de los alumnos de las oportunidades y dificultades con las cuales se confrontaban los primeros pobladores estadounidenses en su viaje al oeste;
- Para desarrollar sus habilidades del lenguage escrito.

Los Materiales

- Hojas de papel para dibujar (una para cada alumno)
- Crayones o plumones de colores

El Método

1. Repase las materias del libro sobre el viaje de John Bidwell y su grupo. Llame la atención de los alumnos en la oración: "El viaje se planeó por medio de anuncios en el periódico." Dígales que también tales anuncios se hicieron en carteles ilustrados que los pegaron en las paredes.

2. Pídales a los alumnos que se imaginen como organizadores de un convoy de carretas que partirá de Kansas City rumbo al oeste en dos meses. Tienen que escribir un anuncio que informe a la gente del destino y la fecha de partida del convoy. Este anuncio debe de atraer a la gente por describir la belleza y la riqueza de las tierras de Oregon y California, tierras que se pueden adquirir gratis del gobierno estadounidense al llegar al territorio. Mande a los alumnos que repasen el capítulo 2 del libro para ayudarse en esta tarea, pero que recuerden también que las grandes ciudades y los latifundios del Valle Central que conocemos hoy no existían en esa época.

   El anuncio debe consistir con un título, como por ejemplo "¡Venga a California!" o "¡Júntese con nuestro convoy!", y al menos seis oraciones de texto que concluyan con la fecha de partida y el nombre del "jefe del convoy" (el alumno mismo).

3. Después de que hayan escrito sus anuncios y hayan corregido sus errores del deletreo, etc., mándeles que conviertan los anuncios en carteles ilustrados con dibujos de las bonitas tierras del oeste, las carretas cubiertas, etc. Se pueden exhibir los carteles en las paredes del salón.

LA REPUBLICA DE CALIFORNIA:
UN DRAMA

Las Metas

- Para proveer a los alumnos una comprensión más profunda de los sucesos que conducieron a la unión de California con Estados Unidos;
- Para darles sentido de los intereses respectivos de los EE.UU., México, los pobladores estadounidenses y los californianos nativos en aquel asunto;
- Para mejorar sus habilidades de lenguaje oral.

Los Materiales

- 7 ejemplos del texto de cada escena del drama
- Hojas de papel para dibujar (una para cada alumno)
- Plumones o crayones de colores

El Método

Aviso

1. Lo que se presenta aquí es nada más el esqueleto de un drama. Es decir, se dan una serie de cuatro escenas con la fecha aproximada, el lugar, los personajes y el contenido esencial del diálogo. Se espera evitar de esa manera que los alumnos desempeñen más o menos automaticamente sus papeles en el drama sin pensar en el verdadero sentido de lo que lean; y que al contrario tengan que enfrentar y analizar un poco los razonamientos y motivos de los personajes. Todos estos personajes eran reales figuras de la época y sus motivos se presentan fielmente. Además el orden de los sucesos importantes se ha mantenido, aunque se ha condensado el relato en algunas partes (en las escenas 1 y 4) para reducirlo a una largura apropiada.

Las preparaciones de antemano

2. Prepare 7 ejemplos de cada escena.

Las preparaciones durante la clase

3. Explique a los alumnos que vayan a participar en un drama sobre la República de California y la lucha para su independencia. Deles una tarea y pida seis voluntarios para tomar los papeles de la primera

escena. Siénte a estos al lado y deles los ejemplos del texto de la escena. Léalo con ellos, asegurándose que todos entiendan el contenido. Entonces mándeles que escojan cada uno su papel. Una vez que los papeles sean establecidos, repase con cada uno lo que hace su personaje: ¿cuáles son sus motivos? ¿sus emociones en aquel momento? En fin mándeles que conviertan el esquema de la escena en diálogo improvisado con entradas, salidas y otras acciones: que lo ensayen hasta que todos conozcan lo esencial de lo que van a hacer.

4. Repita este procedimiento para las escenas que quedan, variando el número de voluntarios según lo que exija cada escena.

Desempeñar el drama

5. Después de que todos hayan leído, repasado y ensayado sus escenas respectivas, abra un espacio en frente de la clase para que sirva de "teatro". Usted puede tomar el papel del anunciador y leer la introducción de cada escena antes de que los alumnos la desempeñen.

La charla

6. Después de la función, encabece una charla sobre las siguientes preguntas:

   (a) Si ustedes fueran californianos hispanohablantes de esa época hubieran querido hacerse ciudadanos de los Estados Unidos o no? ¿Sería mejor o peor que seguir como ciudadanos de México? ¿Por qué? (Recuerden que el gobierno de México está más cérca de California que él de los EE.UU., y que sus oficiales hablan español.) 7

   (b) En la disputa entre Polk y Benton, ¿Quién tuvo razón según las metas que ambos compartían? ¿Cuál era el plan de Benton?

   (c) ¿Conocen otros países que hayan tenido ideas como el "Destino Manifiesto"? (Guíeles a la idea que España, Inglaterra y Francia todas tenían tales ideas de una época o otra.) ¿De dónde vendría un tal derecho, y por qué piensa la gente de un país que lo tengan?

   (d) ¿Trataron bien Sloate y Fremont a los rebeldes de la Bandera del Oso ? ¿Qué piensan de lo que les dijo Fremont en el drama? ¿Tuvo razón o no?

(e) ¿Por qué pusieron los rebeldes un oso y una estrella en su bandera? ¿Qué significado tenían esas cosas? California ha cambiado mucho desde hace 1847. Si California se hiciera independiente otra vez más, ¿como sería su bandera? (Los alumnos pueden dibujar y colorear sus propias banderas nuevas para el estado.)

EL DRAMA

Personajes

JAMES POLK, Presidente de los Estados Unidos. Hombre astuto y agresivo que ha arriesgado mucho para apoderar a su país de nuevos territorios.

JOHN FREMONT, Capitán del ejército de los EE.UU. y explorador. Jóven astuto y bravo que le dan muchas ganas de hacerse líder del gobierno en California.

EL COMANDANTE SLOATE de la marina de guerra de los EE.UU.

EL SENADOR BENTON del congreso de los EE.UU., suegro de John Fremont y hombre muy poderoso en el gobierno estadounidense.

2 AYUDANTES del Presidente Polk

2 SOLDADOS del grupo de Fremont

2 MARINEROS del barco de Sloate

LA SRA. SEARS
EL CAPITÁN SEARS
EL SR. TODD
EL SR. SWIFT
EL SR. McCHRISTIAN
EL SR. MERRITT

} pobladores estadounidenses en California

EL TENIENTE ARCE, anteriormente del ejército mexicano, californiano que desea la independencia.

ESCENA 1

Mayo, 1845: En la casa del Capitán y la Sra. Sears en Sonoma, California. Los Sres. Todd, Swift y McChristian y el Teniente Arce han cenado con los Sears y están sentados alrededor de la mesa.

Los estadounidenses charlan de su situación de pobladores así:

(a) Les disgustan los impuestos pesados sobre los artículos de países extranjeros:

(b) Tienen problemas con el gobierno cuando tratan de comprar tierras cercanas a la costa;

(c) Los funcionarios del gobierno y oficiales del ejército les demuestran desprecio.

La Sra. Sears da un relato de los insultos recibidos por un grupo de soldados durante la visita que hizo recientemente a la aldea.

El Teniente Arce se disculpa con ella, explicando que:

(a) La mayoría de los californianos no tienen tales prejuicios contra los estadounidenses;

(b) Los soldados mexicanos están enojados porque frecuentemente no reciben sueldo alguno en varios meses.

(c) Algunos de ellos sienten aún cólera contra todos los estadounidenses porque México fue humillado por los tejanos seis años atrás.

Los pobladores responden así: 7

(a) Ellos son californianos, no tejanos;

(b) Texas se ha independizado y llegará la hora cuando California pueda y deba hacer lo mismo.

Arce está de acuerdo y añade que muchos californianos comparten esta opinión.

ESCENA 2

Agosto, 1845: En la oficina del Presidente Polk en la Casa Blanca. Polk está discutiendo la cuestión de California con dos consejeros y el Senador Benton.

Polk pregunta a uno de sus consejeros qué noticias se han recibido de California.

Los consejeros dicen, en respuesta a varias preguntas, que:

(a) El ejército mexicano está tan débil allí que no puede hacer nada contra los bandidos e indígenas hostíles en los caminos;

(b) Hay rumores de que los generales Pío Pico y Castro están a punto de entablarse en una lucha armada por el poder;

(c) Por esta razón muchos californianos desean, ya sea, la independencia o la unión con los Estados Unidos.

Polk y Benton se alegran de oír esto y Benton propone que ha llegado el momento para los EE. UU. de apoderarse de California. Polk no está de acuerdo con esto porque, explica, tiene un plan secreto con el Cónsul Larkin y es como sigue:

(a) Estados Unidos está en el proceso de provocar una guerra con México sobre la cuestión de Tejas, y en el preciso instante de comenzar la batalla apoderarse de California como un acto de guerra.

(b) Mientras tanto los agentes de EE. UU. incitarían a los californianos a rebelarse contra México y declarar su independencia.

(c) De esta manera la unión con California parecería algo inevitable y no una acción deliberada de los EE. UU.

Benton trata de nuevo persuadir al Presidente para que se mueva más rápido en este asunto alegando que:

(a) Inglaterra y Francia están deseando apoderarse de California;

(b) Sea el destino manifesto de Estados Unidos unirse con California sin importar la opinión de otros países.

Un consejero responde que:

(a) Los californianos resistirán a cualquier país europeo que tratara de apoderarse del poder sobre el territorio.

(b) No es posible enviar muchas tropas a California porque es necesario mantener la mayor parte del ejército cerca de la frontera con México.

Polk aconseja a Benton que tenga paciencia y lo despide.

ESCENA 3

Junio, 1846: En el Fuerte de Sutter al norte de California, en la sala de la casa del dueño. Sutter, el Capitán Fremont, los tres pobladores Todd, Merritt y McChristian y el Teniente Arce están charlando.

Arce cuenta las noticias recientes sobre el conflicto entre los generales Castro y Pío Pico; al parecer Pío Pico ha regresado al sur a reunir su ejército y encabezarlo contra Castro.

Todd dice que éste es el momento que Estados Unidos ha estado esperando. McChristian pide a Fremont que su grupo de soldados encabecen la rebelión contra México.

Fremont responde que lo siente pero aún no puede porque:

(a) Oficialmente él y su grupo se encuentran en California con el único propósito de hacer mapas del territorio y este trabajo ya se terminó;

(b) El General Castro ha ordenado que todos los visitantes estadounidenses se vayan de California inmediatamente.

Sutter se ríe y pregunta a Fremont por qué, en este caso, pasó todo el invierno en California y volvió al Fuerte hace tres semanas.

Fremont sonríe y dice en voz baja que él no puede empezar ninguna rebelión, pero si la empiezan los californianos por sí mismos, sería, por supuesto, su deber,como funcionario de los Estados Unidos, ayudarlos.

Los pobladores se alegran y le dan las gracias. Les dice que vayan pronto a reunir a los pobladores y a otros californianos aliados y declaren la República de California. Les despiden Fremont y Sutter y salen. 7

Cuando Fremont y Sutter quedan solos, Fremont explica que:

(a) Recibió en mayo un mensaje secreto del Senador Benton ordenándole iniciar una rebelión contra México de parte de los pobladores estadounidenses, pero que;

(b) Los pobladores no deben de enterarse de nada de eso para que la rebelión parezca iniciada independientemente por ellos.

ESCENA 4

Julio, 1846: El zócalo de la ciudad de Monterrey, California. El Comandante Sloate y dos marineros armados están levantando la bandera de Estados Unidos en el asta. Llega de prisa el grupo de Fremont (el Capitán y dos soldados) y saludan a Sloate. Fremont explica haber venido también para declarar a California la propiedad de Estados Unidos y le pregunta a Sloate como es que llegó primero.

Sloate contesta que el gobierno lo mandó hace cuatro meses, inmediatamente después de haber declarado la guerra contra México. Mientras navegaba a lo largo de la costa, vió a un buque de guerra inglés con el cual sostuvo una carrera para llegar primero a Monterrey. Concluye diciendo que le gustó mucho ver al grupo de Fremont allí en caso de que hubiera problemas con los ingleses cuando llegaran.

En este momento llega el grupo de rebeldes capitaneados por Todd y McChristian. Les asombra grandemente ver la bandera de los EE.UU. ya levantada sobre el zócalo. Saludan a Fremont y a Sloate y les comunican que:

(a) Han formado el Partido de la Bandera del Oso (muestran la bandera que han hecho) el cual representará los intereses californianos;

(b) Han declarado a California una república independiente con su propia constitución y capaz de decidir por sí misma si desea o no formar parte de los Estados Unidos.

(c) Han capturado al General Vallejo y a otros soldados y les han mandado al Fuerte de Sutter.

Sloate responde fríamente que:

(a) No está en posición de decir nada sobre este asunto de la Bandera del Oso, pero que;

(b) Está decidido a llevar a cabo sus órdenes.

Fremont dice a los rebeldes, los cuales se han enojado, que:

(a) Habrá tiempo en el futuro para resolver estas cuestiones y que;

(b) Era necesario que su país se apoderara de California porque estando México y Estados Unidos en guerra existe el peligro de que otros países aprovechen la oportunidad para hacer lo mismo;

(c) Ahora tengan que luchar juntos contra el ejército mexicano.

Sloate y Fremont dan las gracias a los rebeldes por su ayuda y todos salen comentando la situación.

THE MEXICAN-AMERICAN WAR
1846-1848

Purposes

- To help students place California's independence from Mexico and incorporation into the United States within the larger context of U.S.- Mexico relations;
- To increase students' awareness of the complexity of political struggles and help them see parallels in current or recent world history;
- To improve students' oral language skills via class discussion;
- To strengthen students' map-reading skills.

Materials

- Maps from student textbook, pages 142, 157, 159
- Classroom map of the United States

Method

Read and discuss the following information with the students, involving the students in a discussion of the questions at the end. On the maps, point out battle sites mentioned in the following paragraphs and the changes in ownership of land, as shown in the text on pages 142, 157 and 159.

During the 1830's in Texas, the Texans were protesting the high taxes the Mexican government had placed on goods imported from the United States. This was important because most of the people living in Texas were U. S. citizens (50,000 of the 68,000 inhabitants). In 1835, General Santa Ana, Mexico's dictator, sent troops to make sure the laws in Texas were obeyed. These soldiers were defeated by guerrilla fighters in Texas.

7

By 1836, the Texans decided to declare their independence from Mexico. Santa Ana came to Texas with more soldiers, marching through the northeast of Texas toward Galveston. Along the way his army burned towns and killed many Texans. Although Santa Ana's army was large, in the end the Texans won because most of the Mexican soldiers had been forced to join the army and many had died of hunger and cold. The troops that were left wanted to stop fighting and return to their families. Expecting more Mexican troops to come, the Texans asked for military help from the United States for the next few years but did not get it.

There were many arguments in Congress about helping Texas and making it a state. President Polk wanted to follow the idea of "Manifest Destiny" and include all land in the continent as part of the United States. The Southern lawmakers also wanted Texas to be a state. This would increase the power of the Southern states because Texas had slavery and therefore would add to the number of states with legal slavery. However, since the Northern states did not have slavery, the Northern lawmakers were very much against making Texas a state. For many years Congress could not make up its mind, and eventually Texas asked for help from England. When this happened, Mexico agreed to recognize Texas' independence if Texas would promise not to become a state in the U. S. But the offer came too late. Congress was so afraid England would help Texas that it finally decided to annex Texas as a territory in 1845, instead of making it a state, and to send U. S. soldiers there.

The Mexican government was very angry after Texas became a U. S. territory, and Mexican troops were ordered to shoot any U. S. troops found in Texas. In 1846, the Mexican army captured the U. S. patrol at the Rio Grande on the southern border of Texas. So, the United States Congress declared war on Mexico.

Fierce battles were fought in many parts of present-day Mexico and also in Texas, New Mexico, San Diego and Los Angeles. The U. S. army won many of these battles. There were many reasons for this. There was a lot of unrest in Mexico. The government leaders changed very often because of shifts in power between the Conservative Party, which represented the wealthy landowners, the military and the Church, and the Liberal Party, which represented the poor and middle classes. Also Mexico was running out of money to keep on fighting the war. This was because Santa Ana and other government leaders had for many years spent all the money on themselves and on the army.

Finally, the U. S. Army defeated the Mexican Army in Mexico City, because the Mexican Army was split into two groups who were arguing with each other about which general should attack the U. S. Army.

In the end, Mexico signed the Treaty of Guadalupe Hidalgo on March 10, 1948. In this treaty Mexico agreed to let the United States buy all of present-day Texas, New Mexico, Arizona, and California for 15 million dollars. The Mexican Congress felt this treaty was very unfair, but they were forced to sign it anyway. They knew they could not continue fighting and that the war was over.

Vocabulary:

inhabitant - someone who lives in a certain place
unrest - disturbances, lack of peace
shift - change
represent - to act for
treaty - a written agreement between countries

Discussion Questions

1. Do you think the Texan soldiers were different from the Mexican soldiers? If so, in what ways were they different?

2. What kinds of political problems was Mexico having within its own country during the years of the Mexican-American War? How did these affect Mexico's ability to fight the United States?

3. What kind of political problems was the U. S. having within its own country during the years of the Mexican-American War?

4. Do you think the United States wanted a war with Mexico? Give reasons for your answer.

5. Do you think Mexico wanted war with the United States? Give reasons for your answer. 7

6. Why was the U. S. stronger than Mexico?

7. Do you think 15 million dollars was a fair price for the land the United States bought from Mexico? Give reasons for your answer.

CHAPTER 8:

THE CALIFORNIA GOLD RUSH

There are four main themes to emphasize in teaching this chapter:

(a) In 1848 gold was discovered in the Sierra foothills, and thousands of people from the eastern U.S. came to California to find gold and get rich. Many "49'ers" came by sea around South America or through Panama, and others came overland. In about 1850 many Chinese people also came to California looking for gold.

(b) The forty-niners lived a hard life in tent-cities. There were no laws or police, and greedy people often robbed or killed others for gold. Most forty-niners never got rich.

(c) During the gold rush the decimation of the indigenous people continued and even increased as the new settlers took over their land. Many Indians were killed, since they stood between the settlers and unrestricted exploitation of the land and since it was not even illegal to kill an Indian.

(d) California became a state on September 9, 1850.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "California's Golden Beginning" (18 mins.) California Central Committee (out-of-print, but may be in your district A-V library.

(2) "The Chinese American: Early Immigrants" (20 mins.) Handel Film Corp., 1973.

Chapter 8
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	162 -167	39	The Gold Rush	• Definir la palabra con una oración (vocab.)	• Use a vocabulary word in a sentence (vocab.) • Write a sentence to answer a question of fact, substituting pronouns (gram.) • Write a sentence to answer a question of inference (comp.)	
2	162 - 167	El Corte imaginario: El Caso de Sutter	The Gold Rush	• Responder a una pregunta de inferencia (comp.) • Dar un informe oral a la clase (comp.)		• Locate a word in a dictionary
3	166 - 171	40	Many Americans Came	• Escribir una oración sobre un concepto derivado del libro (comp., gram.)	• Write a short answer to a question of fact (comp.) • Multiple choice answers to question (comp.) • Match a word with its definition (vocab.)	• Read a map
4	166 - 171	Black Americans Came to California	Americans Came, Slavery		• Answer a question of inference (comp.)	
5	166 - 171	¿Cuál de las rutas seguiremos?	Many Americans Came	• Escribir una oración para responder a una pregunta de inferencia (comp.)		• Read a map • Organize information on a designated topic

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

Chapter 8 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/Activity	Topic	Language Skills		Geography Skills
				Español	English	
6	172 - 177	41	The Forty-Niners, Mining Gold	• Identificar la oración clave de un párrafo (comp.)	• Use a vocabulary word in a sentence (vocab.) • Match a word with its definition (vocab.) • Write a sentence to answer a question of inference (comp.)	
7	172 - 175	Hacer las leyes en un campamento de mineros	The Forty-Niners	• Responder a una pregunta de inferencia (comp.) • Dar un informe oral a la clase (comp.)		
8	178 - 185	42	China Before 1850, Chinese Miners	• Definir la palabra con una oración (vocab.)	• Answer a question using pronoun substitution for the subject or object (gram.) • Multiple choice answers to question (comp.) • Write a sentence to answer a question of inference (comp.)	
9	184 - 187	43	The Indians, California Became A State, Whole Chapter	• Escribir una oración sobre un concepto derivado del libro (comp.) • Identificar la oracion clave de un párrafo (comp.)	• Write a sentence to answer a question of inference (comp.)	• Make a time line

Vocab.= vocabulary skill   Comp.= comprehension skill   Gram.= grammar skill

Chapter 8 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
10	184 - 187	¿Qué Pasó Con Los Indígenas?	The Indians	- Responder a una pregunta de inferencia (comp.)		- Read a bar graph - Read a chart

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

EL CORTE IMAGINARIO: EL CASO DE SUTTER

Las Metas

- Para desarollar el conocimiento de los alumnos sobre un personaje central en la historia de California;
- Para animar una exploración de valores en los alumnos;
- Para reinforzar sus habilidades lógicas;
- Para desarollar sus habilidades del lenguaje oral.

Los Materiales

No se necesitan materiales especiales.

El Método

1. Repase el relato del descubrimiento de oro cerca del aserradero de Sutter; un descubrimiento que al fin arruinó a uno de los hombres mas ricos y poderosos del estado.

John Sutter es un personaje muy prominente en la historia de California. Nació en Alemánia y vivió en Suiza durante su niñez. Vino a California después de haber vivido algunos años en otras partes de los Estados Unidos.

Cuando llegó a California se hizo ciudadano mexicano. El gobernador de California le dió poder a defender la frontera del norte en el valle central (cerca de la ciudad de Sacramento de hoy día). En 1841 usó la tierra que el gobernador Alvarado le había dado para construir una fortaleza cerca de la unión de los rios American y Sacramento. Esta fortaleza proveía protección a los hacendados contra los indios y cazadores hostiles. Alvarado también quería usar la fortaleza de Sutter para impedir el poder de su rival político Mariano Vallejo, que vivía en el pueblo de Sonoma.

Sutter quiso establecer una colonia casi como un pequeño reino en su rancho, que la nombró Nueva Helvetia. Empleó mucha gente, incluidos los indios, los californianos y los americanos. Mantenía allí un rico comercio que incluía cazadores, tejidos, un destilatorio y un molino. Los pobladores que venían de los Estados Unidos descansaban en la fortaleza durante sus viajes. En 1841 Sutter incrementó su tierra cuando compró todas las propiedades de los rusos cerca de la Bahía de la Bodega y la fortaleza llamada "Ross." En 1845 el gobernador Micheltorena, un rival de Alvarado, le dió mas tierras, pero después Sutter apoyo a Alvarado otra vez.

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John Marshall, un trabajador en su molino, descubrió oro allí en enero de 1848. Sutter trató de comprar la tierra en los alrededores mientras que disminuía el descubrimiento a sus trabajadores. Quería mantener en secreto el descubrimiento pero se propagó de varias maneras, por ejemplo, por medio de una carta que Sutter le escribió a Vallejo y también cuando el hijito de un trabajador de Sutter le dijo a un conductor de caballos. Las noticias del descubrimiento se propagaron y se publicaron en los periódicos del norte de California. Dentro de cuatro meses, en Mayo empezó "la fiebre de oro" y los empleados de Sutter lo abandonaron para buscar el oro en los montes. Los inmigrantes que vinieron a California ocuparon su terreno sin título, le secaron su ganado sin su permiso y al fin adquirieron su rancho.

Sutter apoyó a los estadounidenses en la conquista de California. Era un delegado a la convención que escribió la constitución del estado. El gobierno de los Estados Unidos rechazó su título a la tierra que el gobernador Micheltorena le dió pero continuó su título a la tierra más pequeña que había recibido del gobernador Alvarado. Sin embargo, por el año 1882 se quedó sin dinero y no pudo reclamar su terreno. Un fuego destruyó su casa en 1865 y su rancho se quedó en ruinas. Dejó California para vivir en el este de los Estados Unidos y murió solitario y pobre en 1880.

2. Mande a los alumnos que busquen en el diccionario español los siguientes términos associados a la ley y que presenten breves informes sobre cada uno: el defensivo; el acusador; daños y perjuicios; el pleito; criminal; civil; el juez: el testigo.

3. Organice la clase en corte, con abogados que representen los intereses respectivos de Sutter y de la gente que invadieron sus tierras. Otros alumnos pueden representar los clientes. Los abogados de cada partido deben juntarse con sus clientes para discutir sus casos. Luego los abogados presentan las preguntas en frente del resto de la clase que representa el jurado.

   El jurado puede decidir preguntas de disputa como las siguientes:

   (a) ¿Tuvo Sutter el derecho de mantener secreto su descubrimiento?

   (b) ¿Que adeudarían los buscadores de oro a Sutter para compensarle por su propiedad robada o dañada?

BLACK AMERICANS CAME TO CALIFORNIA

Purposes

- To outline the important role played by Black Americans in the Gold Rush and the development of modern California;
- To review and enlarge on the discussion of slavery in earlier chapters;
- To develop students' oral English skills.

Materials

No special materials are needed.

Method

1. Read aloud (or paraphrase) the following narrative to the students:

Before 1849 there were hardly any Black people in California. A few came with the Spanish from Mexico, and some early settlers brought them as slaves. When gold was discovered, many men from the southern United States came to California to look for gold. They brought their slaves with them. But slavery was against the law when California was still a part of Mexico, and there was no law that said a slave had to stay with his master. Some slaves ran away and became free settlers.

Because of this, the Southern Whites tricked their slaves. Before they went to California they made their slaves promise to work for them as servants for a number of years. At the end of that time, the servants could go free. So hundreds of Black people came to California to work as gold miners, but they had to give all the gold they dug to their White masters, who did not work.

During this time Californian lawmakers were trying to 8
write a new constitution for California, so it could become a state. They argued a lot about slavery and about Black people. Some lawmakers thought that White people should be able to have slaves, but others thought slavery was wrong. Also, many of them wanted to make a law against any more Black people coming into California. They were afraid that the Southerners would bring many more Black servants and use them to get all the gold.

Some lawmakers who had come from the South were against slavery for a different reason. In the South, Black people did almost all the work. Only the poorest Whites worked, because they had no slaves. The other Whites treated these people badly and called them "white trash". Most White settlers from the South had been poor. They were afraid that slavery in California would bring prejudice against White people who worked for themselves.

In the end, the Californians made laws against slavery. When the Southern senators in Washington heard about this, they were very angry. They did not want any more states without slavery, because then a law might be passed against slavery in the whole country. But California became a "free" state in 1850.

Although slavery was against the law in the new state, Black people were still treated badly. In 1850, only White people could give evidence in court. So White people could take land away from Black people, or treat them badly in other ways, and under the law the Blacks could do nothing. Also, Southerners went on bringing Black servants to work for them in the mines.

But Black people still kept coming to California from all over the United States. Some started their own gold mines. Others worked as cowboys on the ranches, or became farmers. As the towns and cities of California grew, Black people started businesses and became doctors, lawyers and teachers. Others worked in factories or helped to make houses and streets. They fought to change the laws against them. Soon, the Whites stopped trying to make laws against Black people coming into the state. But the Blacks had to go on fighting for another hundred years before all the laws against them were changed.

tricked — engañaron
servants — los servidores
argued — discutieron
the poorest — los más pobres
trash — la basura, la gentuza
prejudice — el prejuicio, el desprecio
give evidence in court — testificar en la corte
factories — las fábricas

2. Lead discussion around the following questions:

   (a) Why did the Black servants go on working for their masters after they came to California?

   (b) Why did some lawmakers think slavery was wrong?

(c) Rich Whites in the South had a prejudice against poor Whites who worked. What are some other examples of prejudice?

(d) Why would more states without slavery mean that there might be a law against slavery in the whole country?

(e) Why did the California lawmakers make laws against Black people?

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CUÁL DE LAS RUTAS SEGUIREMOS?

Las Metas

- Para reinforzar el conocimiento de los alumnos de las ventajas y desventajas de las varias rutas para cruzar el continente durante los años 1850;
- Para desarollar en los alumnos la comprensión del empeño de los pobladores que vinieron de la costa este;
- Para practicar sus habilidades de escribir.

Los Materiales

- Una pluma y una hoja de papel por cada alumno.

El Método

1. Repase las materias del libro sobre las varias rutas a California desde la costa este de los Estados Unidos que podían seguir "los del cuarenta y nueve". Incluye en este repaso una charla sobre las ventajas y los peligros que presentaba cada ruta.
2. Divida la clase en cuatro grupos de "viajeros" que corresponden a las cuatro mejores rutas. Cada "viajero" debe escribir una carta a una amiga o amigo imaginario que vivía en la parte este del país. En su carta, cada alumno debe describir todo lo que le haya sucedido durante su viaje, reflejando los problemas y las ventajas de su ruta designada según las descripciones contenidas en el libro.
3. La clase se reune para oír las cartas y decidir sobre esta base cuál de las rutas era la mejor.

HACER LAS LEYES EN UN CAMPAMENTO DE MINEROS

Las Metas

- Para desarollar en los alumnos la comprensión de la vida de los mineros y de la necesidad de crear y de sostener un sistema de leyes;
- Para explorar las dificultades asociadas con una sociedad en que la meta primaria de todos sea la ganancia individual;
- Para mejorar sus habilidades lógicas;
- Para mejorar sus habilidades de lenguaje oral.

Los Materiales

- Unas hojas grandes de papel
- Un plumón

El Método

1. Repase los materiales del libro sobre la vida de "los del cuarenta y nueve" en los campamentos.
2. Pida a los alumnos que se imaginen que son mineros y que tienen que acordarse sobre un sistema de leyes para todos los habitantes de su campamento. Primero tienen que hacer una lista de crímenes (robar varias clases de cosas, engañar, luchar sin o con armas, matar etc.). Los alumnos deben de decir sus ideas y usted puede escríbirlas con el plumón en las hojas de papel pegadas en la pared o sobre la pizarra. Entonces tienen que decidirse de las penas o los castigos que exijan cada crimen, y de explicar las razónes para cada uno. Recuérdeles que ellos mismos sean sujetos a sus propias leyes y que a veces las penas muy duras sean díficiles de llevar a cabo. Por otro lado, no es posible encarcelar a la gente porque no hay cárceles ni guardias. ¿Qué hacer en ese caso con las personas que son muy violentas o peligrosas? Al fin tienen que votar (por medio de alzar las manos) sobre cada ley.
3. Encabece una charla sobre los problemas especiales de mantener una sociedad y un sistema de leyes en un campamento de mineros de oro. Use las preguntas que siguen para estimular a los alumnos a pensar.

(a) ¿Cómo se distinguía un campamento de mineros como sociedad (es decir, no tecnológicamente) de un pueblo de indígenas, que fuera más o menos del mismo tamaño?

(Los motivos para asociarse eran profundamente distintos: Los indígenas habían desarrollado costumbres y leyes y sus familias habían vivido juntas por siglos, mientras que los mineros eran extranjeros y vivían juntos solamente porque les convenía. Los indígenas ponían primero el bienestar de su pueblo y los mineros su ganancia individual.)

(b) ¿Cómo se distingue como sociedad un campo de mineros de oro de nuestra sociedad de hoy día?

(Claro que la nuestra es mucho más grande, pero hay otras diferencias más interesantes: Había pocos niños y mujeres en los campamentos -- cuáles fueron las consecuencias de ésto? -- y también Estados Unidos es un país, una nación con no solamente sus propias leyes pero además sus propios intereses en el mundo.)

(c) ¿Cómo se parece un campamento de mineros a nuestra sociedad?

(Como los mineros, los ciudadanos de los EE. UU. de hoy se preocupan primero por el bienestar de ellos mismos y de sus familias. Se puede decir que las ciudades son como "campamentos" enormes en que cada individuo o familia busca separadamente su propio "oro" por los medios de una empresa privada o del trabajo en la empresa de otro. También en la ciudad de hoy como en el campamento las personas tienen que comprar casi todos los artículos que usan, porque no poseen ellos mismos los medios de hacerlos.)

QUE PASO CON LOS INDÍGENAS?

Las Metas

- Para poner en conocimiento de los alumnos el alcance de la destrucción de la sociedad indígena californiana por los pobladores europeos y estadounidenses y los motivos detrás de esto;
- Para mejorar sus habilidades lógicas y lenguaje oral;
- Para facilitarles la lectura de los cuadros.

Los Materiales

- Un ejemplo del cuadro "Comparación de las Dos Culturas" para cada alumno

El Método

1. Saque copias de los ejemplos del cuadro "Comparación de las Dos Culturas" y téngalos listos para ser distribuidos.
2. Lea o relate a los alumnos las materias del ejercicio sobre "La Muerte de los Indios".
3. Distribuya los ejemplos del cuadro y dígale a los alumnos que lo lean.
4. Utilice el cuadro y las preguntas aquí presentadas como base de una conversación sobre los conflictos culturales entre los indígenas y los pobladores y sobre el genocidio cultural de los indígenas.

La Muerte de los indios

La gráfica en la página 186 del libro muestra la baja inmensa en la población indígena californiana. ¿Cómo murieron tantos indios, y por qué? En primer lugar se debió a las enfermedades que los españoles trajeron cuando llegaron a California — la viruela, las viruelas locas, la tos ferina, la difteria y el cólera. La mayoría de la gente española había sido expuesta a estas enfermedades poco a poco cuando niños, y por eso habían adquirido cierta inmunidad. Y aunque se enfermaran usualmente no se morían. 8

La condición de los indios era muy distinta, pues nunca habían conocido ninguna de estas enfermedades. Por eso, cuando llegaron los españoles, muchos indios enfermaron — de viruelas particularmente — y murieron. En un término de sesenta años dos de tres indígenas en California estaban muertos. (Traten de imaginar que durante su vida dos de tres personas conocidas — de sus familias, su barrio, su ciudad — se enfermaran y murieran. ¿Cómo se sentirían ustedes? ¿Sentirían miedo por no saber de qué se enfermaron ellos y miedo de morir ustedes también? ¿Se sentirían solos porque les hicieran falta su familia y sus amigos? ¿Se sentirían con coraje si supieran que tal cosa no había pasado nunca antes que llegaran los españoles? ¿Cómo afectaría todo esto su experiencia en la vida?

En segundo lugar, el hecho de que tantos indios perdieran la vida se debió simplemente a las matanzas. Los soldados españoles mataron a algunos indios que se oponían al establecimiento de misiones y aldeas en las tierras que les habían pertenecido por siglos. Sin embargo, fueron los pobladores los que mataron a muchos indígenas más: les odiaban de modo especial porque no eran cristianos y tenían costumbres distintas, pero principalmente porque deseaban sus tierras y los indígenas no estaban dispuestos a cederlas.

Algunos pobladores fusilaban o daban puñaladas a cualquier indígena que vieran, hombres, mujeres o niños. Otros atacaban las aldeas indígenas y mataban a toda la gente que encontraban; esto ocurría mas frecuentemente después de que algunos indios hubieran atacado el hogar de un poblador. Muchos indígenas también eran mantenidos en cárceles tales como la Isla de Alcatraz o Round Mountain, al norte de San Francisco y allí los mataban. Una broma cruel de los pobladores consistía en dar a los indios mantas infestadas con el microbio de la viruela de modo que se enfermaran y murieran.

Después de que California se convirtió en estado, los legisladores no ayudaron a los indios porque muchos de ellos eran pobladores tambien. Especialmente durante los años 1850, la asamblea legislativa hizo muchas leyes contra los indios para despojarlos ilegalmente de sus tierras.

Los pobladores no solamente mataron indígenas sino que también trataron de acabar con su cultura, que es lo que se conoce bajo el nombre de genocidio cultural. Ha pasado y sigue pasando entre las razas indígenas de todo el mundo.

¿Qué es una cultura? Consiste en los valores humanos, las creencias religiosas, las costumbres de un pueblo. ¿Por qué tenían tanto interés los pobladores en destruir la cultura de los indígenas? Porque la cultura de los pobladores era muy diferente en casi todos sus aspectos de importancia. Además después de que los pobladores habían

COMPARACION DE LAS DOS CULTURAS: LOS CONFLICTOS ENTRE INDIOS Y POBLADORES

Cultura: Creencias, Valores y Costumbres	Los Indígenas Californianos	Los del '49 y Otros Pobladores
1. Creencias sobre Dios y los seres humanos	- creían en un "Creador" o "Abuelo" - todos los seres vivos incluyendo animales y plantas son iguales	- la mayoría creía en el Dios de Cristo - tiene que ser cristiano para "salvarse" (irse al cielo); las personas no cristianas son "paganas"
2. Los valores sobre la tierra y la naturaleza	- es tarea de los seres humanos cuidar de la tierra y sus criaturas (por tradición indígena) - la gente debe vivir en armonía con la naturaleza	- "el Hombre" tiene el derecho de controlar todo; Dios puso todo en la tierra para uso del "Hombre" (tomado de la Biblia). - "el Hombre" debe conquistar y controlar la naturaleza
3. Los valores sobre la familia y la sociedad	- la familia y la comunidad son el centro de la vida - las familias son extensas (padres, abuelos, tíos y tías, primos, suegros, etc., viven juntos en la misma aldea)	- individualismo (cada hombre se cuida solo) - mayormente hombres, algunas familias compuestas de padres e hijos pero pocas familias extensas entre los primeros pobladores
4. Como obtenían su alimento	- cazaban animales salvajes y recogían plantas silvestres	- criaban ganado, cultivaban cosechas
5. El uso de la tierra	- algunas tribus vivían en distintos campamentos o aldeas según la estación del año, mientras que otros en una sola aldea - usaban cada terreno por sólo parte del año - las tribus tenían derechos sobre las tierras que habitaban pero las compartían con sus vecinos - las tribus vecinas vivían en territorios que traslapaban	- se establecían en un sitio para criar ganado o cultivar; minaban hasta que agotaban el oro y luego se iban - las tierras eran propiedad privada de individuos o companías - existían límites definidos entre las tierras privadas
6. El trabajo	- trabajaban solamente para ganar lo que necesitaban ellos mismos - trabajaban en cooperativa para la familia extensa y su tribu	- trabajaban para ganar dinero - trabajaban para otro, para sí mismos y/o para su familia
7. El comercio	- hacían ellos mismos lo que necesitaban; intercambiaban artículos - a veces usaban las conchas de abalone como moneda entre las tribus	- tenían que comprar la mayor parte de lo que necesitaban - algunos se hicieron ricos vendiendo artículos a precios elevados

matado a tantos indios, los que sobrevivían no podian seguir viviendo de la misma manera en que habían vivido sus antepasados por tantas generaciones. Habían perdido sus tierras y la manera de vida de la gente que les rodeaba era muy distinta de las costumbres indígenas. Así sucedió que la destrucción de la cultura indígena fué casi completa.

Comparar las culturas: los indígenas contra los pobladores

El cuadro muestra algunos de los valores, costumbres y creencias de las culturas de los indios y de los pobladores respectivamente. Para usar el cuadro como base de una conversación, diga a los alumnos que lean primero de arriba para abajo la columna referente a los indígenas y después la referente a los pobladores, de modo que adquieran una perspectiva amplia sobre la cultura de cada grupo. Entonces dígales que lean el cuadro de izquierda a derecha haciendo comparaciones entre los indios y los pobladores según cada aspecto de sus culturas. Después de que los alumnos lleven a cabo esta lectura, haga las preguntas siguientes para conducir una conversación.

Preguntas sobre los conflictos culturales

1. Piénsen en la cultura en que viven — aquí en Estados Unidos y en su país natal también. ¿Se parece más a la cultura de los pobladores o a la de los indígenas? ¿Cómo se parece una u otra? ¿Cómo se distingue?

2. Fíjense individualmente en cada tipo de creencia, valor o costumbre escritas en columnas dentro de cada cuadro y comparen la cultura indígena con la cultura de los pobladores. Dénme un ejemplo de los problemas que podían resultar de cada diferencia entre las dos; por ejemplo, cuando algunos pobladores cristianos trataron de enseñar su religión a los indios, estos tuvieron dificultad en comprender la idea de la "salvación" porque creían que todos los seres vivos ya eran iguales en la vista del Creador.

3. ¿Cuál de las diferencias culturales pudieran ocasionar los conflictos más serios entre los pobladores y los indígenas? ¿Por qué? (Probablemente "El uso de la tierra" porque cuando los pobladores se establecían en un lugar lo consideraban propiedad privada a partir de esa fecha; lo cual quería decir que la tribu de indígenas que hasta entonces lo había ocupado se halló excluído de esas tierras. Los indígenas solían obtener de la tierra todo lo que necesitaban para sobrevivir, por eso, la reducción de sus territorios les trajo problemas muy graves. Ya no podían cazar en los lugares de costumbre, ni recoger alimentos ni otros materiales y por eso algunas cosas se hicieron más difíciles de obtener y otras no se obtenían en absoluto.)

4. ¿Qué significa cuando decimos que la destrucción de la cultura indígena fué casi completa? Fíjense otra vez en los cuadros sobre las creencias, costumbres y valores indígenas. ¿Cuáles de éstos aún se pueden poner en práctica hoy en día? ¿Cómo ven los indios de hoy la cultura de sus abuelos? ¿Cómo ven la "cultura dominante" de los EE. UU.? (Se estima que entre 25.000 y 40.000 indígenas viven hoy en el área de la Bahía de San Francisco.)

CHAPTER 9:

NEW INVENTIONS CHANGED CALIFORNIA

1850's - 1920's

There are three main themes to emphasize in teaching this chapter:

(a) Many new kinds of transportation were invented in the 1850's to 1920's, and these dramatically increased the number of travellers and settlers in California, as well as affecting the way they lived. These included the stagecoach (started in 1852), the transcontinental railroad (completed in 1869), electric street cars and cable cars, steamships, the gas engine automobile, and the airplane.

(b) New communications systems also changed California. The transcontinental telegraph, completed in 1861, made communication with the eastern U.S. very rapid. The Pony Express, which operated in 1860 and 1861, made mail communications much swifter than before. Later, the radio, phonograph, and telephone made communications even faster and easier.

(c) Other inventions also changed the way Californians lived. Most notable was the use of oil and gasoline for fuel and the use of electricity for light and power.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department:

(1) "Black Men and Iron Horses" (18 mins.)
Stirling Educational Films, 1970.

(2) "Energy: Challenge" (24 mins.)
Hearst Metrotone News, 1973.

(3) "Energy: Choices, Options, Decisions" (14 mins.)
Hearst Metrotone News, 1974.

(4) "Energy: Less is More" (18 mins.)
Churchill Films.

(5) "Energy: The Dilemma" (20 mins.)
Churchill Films, 1973.

(6) "Energy: 2000" (25 mins.)
Hearst Metrotone News, 1977.

(7) "Iron Horses to California" (24 mins.)
Ward's Modern Learning Aids, 1962.

(8) "Passing the Word" (24 mins.)
Ward's Modern Learning Aids, 1965.

(9) "Pony Express" (10 mins.)
Barr Films, 1965.

(10) "Stagecoach Westward" (11 mins.)
Barr Films, 1966.

Chapter 9
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	190 - 193	44	Transportation and Communication, Stagecoach, Pony Express	• Definir la palabra con una oración (vocab.)	• Write a sentence to answer a question of fact (comp.) • Multiple choice answers to question (comp.) • Write a sentence to answer a question of inference (comp.)	
2	190 - 193	Diario de un viaje por diligencia	Stagecoach			• Organize information about a designated topic • Make a written report in Spanish • Make a map
3	194-199	45	Telegraph, Transcontinental Railroad	• Definir la palabra con una oracion (vocab.)	• Use a vocabulary word in a sentence (vocab.) • Write a definition for a word (vocab.) • Locate the main idea of a paragraph (comp.)	
4	194-195	Telegraph Game	Telegraph		• Answer a question of inference (comp.)	
5	194-199	The Transcontinental Railroad	Railroads		• Answer a question of inference (comp.)	• Locate a topic in an encyclopedia • Make an oral report to the class • Make a map

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

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Chapter 9 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
6	200-205	46	More New Inventions	• Definir la palabra con una oración (vocab.)	• Use a word in a sentence (vocab.) • Multiple choice answers to question (comp.) • Write a sentence to answer a question of inference (comp.)	
7	200-205	Advantages and Disadvantages of New Inventions	More New Inventions		• Answer a question of inference (comp.) • Make an oral report to the class (comp.)	• Locate a word in the encyclopedia • Organize information on a designated topic • Make a chart of a designated type
8	190-205	47	Whole Chapter		• Locate the main idea of a paragraph (comp.) • Write a sentence to answer a question of fact or inference using pronoun substitution (comp., gram.)	• Make a bar graph
9	190-205	Uses and Users of Inventions	Whole Chapter		• Answer a question of inference (comp.)	• Locate a word in the dictionary • Make a chart of a designated type

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

DIARIO DE UN VIAJE POR DILIGENCIA

Las Metas

- Para dar a los alumnos una mejor comprensión de los tipos de situaciones que se encontraban durante un viaje por diligencia a través del continente;
- Para mejorar sus habilidades del lenguaje escrito y oral.

Los Materiales

- Una hoja de papel rayado (8 1/2" x 11") para cada alumno

El Método

1. Repase las materias del libro sobre las diligencias, incluidas las rutas que seguían y los tipos de problemas que encontraban.
2. Pida a los alumnos que se imaginen como viajeros en una diligencia atravesando los Estados Unidos rumbo a California. Deles las hojas de papel y mándeles que escriban un relato de lo que les haya pasado en este caso. Deben de incluir los otros viajeros (¿qué tipos de gente viajaban al oeste en esa época, y por qué?); los peligros y dificultades que hayan atravesado; etc.
3. Mande a los alumnos que lean sus diarios en voz alta al resto de la clase para compartir y comparar sus viajes.

THE TELEGRAPH GAME

Purposes

- To illustrate to students the nature of the telegraph as a means of communication;
- To deepen their comprehension of the social effects of rapid communication generally;
- To improve students' oral and written English skills.

Materials

No special materials are required unless you prepare telegraphs, following the "Alternate Way to Send and Receive Messages," as follows. This calls for 1 "telegraph" for every two students. Each "telegraph" consists of:

- 2 medium waxed paper cups
- 10 feet of string

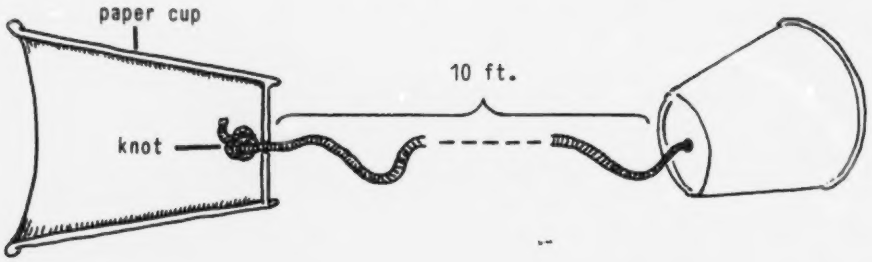
Method

A. Sending Messages by Morse code

1. Review the section on the telegraph. Give an example of how to write out a message in Morse code, using the code on p. 195 of the text. Explain to the students that they are going to send and receive messages using the same code.
2. Divide the class into pairs. The members of each pair are separated so they cannot see each other's messages.
3. Have each student write out 1-3 short English sentences, and then have them transcribe the message into Morse code notation. When each student has finished writing her/his message, have her/him trade it with a "receiver." The receivers must then re-transcribe the messages into English and compare the message received with the message sent.

Alternate Way to Send and Receive Messages

Have students prepare a telegraph using two cups and a string, like this:



The steps to prepare "telegraphs" are as follows:

(a) Punch a small hole in the bottom of each cup, and cut 10-foot length of string.

(b) Draw the string through the hole so that enough is inside the cup to make a knot. Then pull the knot tight against the bottom of the cup.

(c) Do the same with another cup and the other end of the string.

4. Use a student volunteer to demostrate the operation of the telegraph. Give the student one end, take the other yourself. Move apart until the string is barely taut. Then show how to send Morse code by tapping and scratching on the inside bottom of the cup. A scratch on the cup is a "dash", and a tap is a "dot". Thus, the letter "A" (.-) is transmitted as "tap-scratch", "B" (-...) as "scratch-tap-tap-tap", and so on. The receiver holds the cup to her/his ear and transcribes the sequence of taps and scratches. (Make sure to pause between letters!)

5. Pair off the students as in the regular version, give each pair a telegraph, and have them move to opposite sides of the room. Then proceed as with the regular version.

B. Discussion

6. Organize a discussion around the following questions:

    (a) How would the U.S. government have used the telegraph in those days? How would the police have used it? How would traders have used it? How would newspapers have used it?

    (b) Considering the answers to (a), how do you think life changed for the people of the West because of the telegraph?

(c) What invention that we use today is most like the telegraph? (The telephone.) What would life in the U.S. be like without the telephone?

(d) What inventions do we use today that let us communicate even farther and faster than the telegraph? (Telephone, radio, television, computers.) How are they different?

THE TRANSCONTINENTAL RAILROAD

Purposes

- To reinforce student understanding of the functioning of railroads as a means of transportation;
- To deepen their comprehension of the tasks involved in building and operating the Transcontinental Railroad;
- To improve students' research skills;
- To develop students' oral English skills.

Materials

- One or more large picture books on railroads

Procedure

1. Review with students the section in the book on the building of the Transcontinental Railroad (p. 196-199):
2. Review the functioning of a railroad using blackboard sketches or pictures from books, including the meaning of the following terms:

    — rail
    — crosstie
    — railbed
    — bridge
    — tunnel
    — station
    — signal
    — locomotive
    — steam engine
    — engineer
    — fireman
    — brakeman
    — passenger car
    — freight car

3. Divide the class into research groups to study the following topics:

    (a) Railroad Construction: Student must research the tasks involved in building a railroad (e.g., surveying; railbed preparation including digging, draining and blasting; laying ties and rails; bringing up tools, materials, food and fuel; building bridges; guarding against hostile Indians, wild animals and thieves; hiring and paying workers). 9

    (b) The Route of the Transcontinental Railroad: Students must prepare a large map (at least 11' x 17') showing the route of the railroad and the important towns and cities that grew up along it.

(c) Locomotives and Trains: Students must bring back pictures of the locomotives, freight, and passenger cars of the period and be prepared to talk about their operation.

(d) The Impact of the Railroad: What big changes came because of the railroad? (e.g., the killing of the buffalo; the mass settlement of the Midwest by grain farmers and the west by ranchers; the decimation of the Plains Indians; the growth of towns and cities along the railroad; etc.)

4. Send these groups to the library, one or two groups at a time, while the rest of the class is doing other work. (If they do not already know how to use the library, have the librarian give them an introduction to it.) As usual, have them begin with the encyclopedia and work from there. The research time in the library should not take more than one class period per group.

5. When the groups return, have the members of each group pool their information and select one member to make an oral report to the class.

Additional Activity

6. If there is a Railroad Museum in your area, arrange a field trip for the class to visit it.

ADVANTAGES AND DISADVANTAGES OF NEW INVENTIONS

Purposes

- To increase students' awareness of the potential advantages and disadvantages of various inventions.
- To practice locating and researching a topic in an encyclopedia;
- To practice writing skills in English;
- To strengthen logical-thinking skills;
- To practice oral English skills;
- To practice making a chart.

Materials

- Encyclopedias;
- Rulers and paper for each student.

Method

1. Review with the students the new invention mentioned in pages 200-205, such as the steam engine, gas engine, radio, telephone, electric light.
2. Let students select one invention to research in the encyclopedia, making sure that at least one student researches each invention. The students should write down pertinent information regarding the pros and cons of the invention they have chosen.
3. Lead a class discussion regarding the "costs" and benefits of each invention. The students should use their research notes as a basis for the contributions to the discussion. Note the important points on the blackboard.

   Students may need help coming up with disadvantages of the various inventions. Supplement the encyclopedia's information with your own or the student's knowledge of the potential disadvantages of the inventions.

For example — Electric light

Advantages: Increases the number of hours for work or play; Increases safety on streets; Safer than lamps or candles; Cleaner than lamps or candles.

Disadvantages: A lot of energy must be generated to use electricity; Blocks out the stars at night in the city.

Or— Steam engine

Advantages: Provides power for trains, ships, factories more easily than previously - used methods.

Disadvantages (for wood-burning steam engines): Uses up forests

Disadvantages (for coal-burning steam engines): Pollutes the environment with smoke (leads to acid rain);

Coal is difficult to get; Coal mining is dangerous.

4. Each student prepares her/his own chart of the advantages and disadvantages of each invention on a large sheet of lined paper. Appropriate chart headings would be "costs/benefits", "pros/cons," or "advantages/disadvantages." The chart will be set up like this:

Invention	Advantages	Disadvantages
Electric Light		
Steam Engine		
Radio		

USES AND USERS OF INVENTIONS

Purposes

- To deepen students' awareness of the technologies they use in daily life;
- To improve students' ability to make and read charts;
- To improve students' oral English skills.

Materials

- 1 sheet of 11" x 17" graph paper per student (they can make these by taping together two 8½" x 11" sheets of graph paper).
- Spanish-English dictionaries.

Method

Students make lists of all the inventions they have used in the last 24 hours, then enter these items into a chart which shows (a) type of invention and (b) who has used it before.

Preparations Before Class

1. Have the students review the following sections of the book, taking special notice of the inventions mentioned in each:

   (a) pp. 61-69 (California Indian Technology)
   (b) pp. 76-79 (European technology)
   (c) pp. 190-205 (technologies introduced 1850-1920)

Preparations During Class

2. Have each student make a list of all the inventions he or she has used in the last 24 hours. To stimulate thought, ask for examples (e.g. alarm clock, toothbrush, faucet, table, refrigerator, spoon, comb, shoes, school bus etc.). Circulate, checking lists and leading students with such questions as: What did you use for washing? cleaning? How did you get heat? light? How did people communicate with you? 9

3. Draw the following chart on the chalkboard and explain that each student is going to make a chart like this on the 11" x 17" paper and then enter the inventions from his/her list into the appropriate boxes (cells) in the chart.

Users of the Invention	**Use of the Invention**								
	Food	Cleaning	Trans.	Comm.	Energy	Building	Tools	Clothing	Other
Indians									
Europeans of 1500's									
Americans 1850-1920									
Americans Since 1920									

Ask a student to name an invention on her/his list (e.g., alarm clock). Which column does that fit in? ("Other.") Did the Indians have alarm clocks? (No.) How about the Europeans in 1500? (No.) How about people between 1850 and 1920? (Yes.) Write "alarm clock" in that box (i.e., Americans 1850-1920 under "other"). How about Americans since 1920? (Yes.) Write "alarm clock" in that box. Repeat the procedure for several other inventions, tyring to include a wide variety of uses and users.

4. When the students understand how to fill in the chart, have them draw the lines and categories for the chart on the 11" x 17" paper. Suggest that they leave a margin of about 1" all around the chart. Since they may well make mistakes, they might draw the lines lightly in pencil at first until they are all correct and then go over them in ink.

5. When they have prepared the shell of the chart, have them begin entering each invention from their lists into their charts. Circulate, answering questions about chronology (e.g.: Did they have frying pans in 1500? Did they have alarm clocks before 1920? When were sidewalks invented?) and leading students with clearly incomplete lists to think harder (e.g: What did you sleep on? Where does the water come from in your house? What is your shirt made of?). Make sure that the students write small so that all the inventions will fit. If they do not know the English word for an invention, have them look it up in the Spanish-English dictionary.

6. When the charts are completed, display them on a bulletin board or along the classroom wall. Give the students time to look at and compare the charts.

Discussion

7. When the students have all had time to look at the charts, organize a discussion around such questions as the following:

   (a) What kinds of inventions did the Indians use that we still use today? the Europeans?

   (b) What kinds of inventions are new since 1850? (Transportation, Communication, Energy, Tools)

   (c) What kinds of inventions are new since 1920? (Transportation, Communication, Energy)

   (d) During which period did the biggest change take place? (either c. 1500 or 1850-1920)

   (e) What category seems to have changed the least? (Clothing, Food)

   (f) Which inventions do you think have changed our lives the most? Why?

CHAPTER 10:

THE RICH LAND

1850's - TODAY

There are four main themes that should be emphasized in teaching this chapter:

(a) Since the second half of the nineteenth century, California's natural wealth has drawn many more people to the state. However, this rich heritage has often been squandered and the environment damaged. Gold mining destroyed land and streams, lumber companies have decimated forests and caused severe soil erosion, and overgrazing by sheep farmers ruined much grassland in the Central Valley.

(b) Large areas of the Central and Imperial Valleys were made into prime farmland by the creation of new dams, canals, irrigation and flood control systems. Dams and canals also help to provide water for towns and cities. However, water in California is a scarce resource which must be used carefully.

(c) Southern California was transformed by the discovery of oil in Los Angeles in 1892 and by the cultivation of the navel orange and other citrus fruits, for which the local climate is ideal. The introduction of the ladybug from Australia in the 1880's helped preserve these fruit crops from insect pests.

(d) Human beings have modified and controlled nature in California in many ways. Nevertheless, natural forces still cause problems for the people of the state. The most notable of these forces is the shifting of the earth's crust that causes earthquakes, one of which destroyed most of San Francisco in 1906.

RELATED FILMS

These films may be rented from the film companies shown (see Appendix for addresses), or they may be available in your district audio-visual department"

(1) "California's Challenge" (15 mins.)
Lucerne Films, Inc., 1980.

(2) "California's Heritage" (16 mins.)
Lucerne Films, Inc., 1979.

(3) "Conserving Our Forests Today" (11 mins.)
Coronet Films, 1960.

(4) "Disaster, 1906" (28 mins.)
Studio 16, 1960.

(5) "John Muir's High Sierra" (27 mins.)
Pyramid Film and Video, 1974.

(6) "The Orange Grower" (16 mins.)
Encyclopaedia Britannica Educational Corp., 1967.

(7) "Water, the Common Necessity"
Moody Institute of Science, 1975.

(8) "Water: Why It Is, What It Is"
Moody Institute of Science, 1975.

Chapter 10
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
1	209-212	48	Gold, Lumber, Forests		• Write a sentence to answer a question of fact using pronoun substitution (comp., gram.) • Match word with definition (vocab.) • Write a sentence to answer a question of inference (comp.) • Locate the main idea of a paragraph (comp.)	
2	211 - 212	Public Lands in California	The Forests		• Answer a question of infeence (comp.) • Make an oral report to the class (comp.)	• Locate a topic in an encyclopedia • Organize information on a designated topic
3	213 - 218	49	Grasslands, Changing the Central Valley	• Definir la palabra con una oración (vocab.)	• Write a sentence to answer a question of fact (comp.) • Multiple choice answers to questions (comp.) • Locate main idea of paragraph (comp.)	
4	215 - 218	Los campesinos de California	The Central Valley	• Responder a una pregunta de inferencia (comp.)		

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

Chapter 10 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
5	217 - 222	50	The Discovery of Oil, A new Kind of Orange		• Use a vocabulary word in a sentence (vocab.) • Write a sentence to answer a question, of fact using pronoun substitution (comp., gram.) • Write a definition for a word (vocab.) • Write a sentence to answer a question of inference (comp.)	
6	217 - 220	How Oil Changed the World	Oil		• Answer a question of inference (comp.) • Make an oral report to the class (comp.)	• Locate a topic in an Encyclopedia • Organize information on a designated topic
7	219 - 222	The Pest Control Game	Oranges, Farming		• Answer a question of inference (comp.)	• Organize information on a designated topic
8	223 - 228	51	Water, Nature Caused Problems		• Write a definition for a word (vocab.) • Write a sentence to answer a question of fact (comp.) • Write a short answer to a question of fact (comp.) • Locate the main idea of a paragraph (comp.)	• Read a map

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

Chapter 10 (cont'd)
SCOPE AND SEQUENCE OF WORKSHEETS AND ACTIVITIES

Sequence	Pages in text	Worksheet/ Activity	Topic	Language Skills		Geography Skills
				Español	English	
9	223 - 224	Water Use & Water Conservation	Water		• Answer a question of inference	• Read a chart • Make a bar graph

Vocab.= vocabulary skill Comp.= comprehension skill Gram.= grammar skill

PUBLIC LANDS IN CALIFORNIA

Purpose

- To increase students' knowledge of the public lands in California;
- To practice research skills;
- To practice map-reading skills;
- To practice oral English skills;
- To develop the ability to work with a group.

Materials

- A map of the public lands in California, including the state park system, national parks, national forests run by the U. S. Forest Service, and the public domain lands administered by the U. S. Bureau of Land Management. (Maps can be obtained from the following sources: The National Park Service, Information Office, Fort Mason Bldg. 201, San Francisco, Ca. 94123; State Parks and Recreation Office in Sacramento at (800) 952-5580; U. S. Forest Service, 630 Sansome St., San Francisco, Ca.,94111; Bureau of Land Management, 2800 Cottage Way, Sacramento, Ca., 95825; Sierra Club, 530 Bush St., San Francisco, Ca., 94108; California State Automobile Association (AAA) local offices have camping maps for northern and southern California; major bookstores; camping stores.)
- Detailed maps for at least some of the parks and forests in each of five areas of California: (1) Northern California above the Central Valley, (2) north coast, above Monterey and all the way east to the Central Valley, (3) south coast, below Monterey and all the way east to the Central Valley or desert, (4) Sierra Nevada Mountains and Owens Valley east of the Sierras, (5) desert. These maps will show the detail for a park or forest, such as a map of Yosemite National Park.
- Additional information on specific topics can be obtained from: Sierra Club, 530 Bush St., San Francisco, Ca.,94108 (request the list of available materials and order from this list free of charge); Environmental Federation of California, Fort Mason, Bldg. E, San Francisco, Ca.,94123.
- Dictionaries, encyclopedias, and library books (especially picture books of California).

Method

1. Have students briefly review Chapter 2 about the kinds of land in different parts of California (p. 36 - 49). Then have them spend as much time as possible — both during and after class — looking at the various maps of public lands in California. Post as many as you can on the classroom walls and have others readily available, perhaps letting students check them out to take home for an evening.

2. Divide the class into five research groups, each of which will investigate the public lands in a particular area of the state (i.e., northern California, north coast, south coast, Sierras, desert). The research will include reading maps of the parks, forests, and public domain lands in an area, looking up information in the encyclopedia and library, and even calling or writing administering agencies for information. It should focus on the following topics plus any others which you or the students think are interesting or important:

    - How many parks, forests, and public domain lands are in that area? What are they? Who administers these lands (State Parks Department, U.S. National Park Service, U.S. Forest Service, U.S. Bureau of Land Management)?

    - What kind of land is it? Describe the water on it (rivers, lakes, ocean). What kinds of animals live there?

    - What can people do there (camping, hiking, fishing, boating, etc.)? What recreational facilities are there? How long does it take to get there by car? How much does it cost?

    - What commercial activities are there on these public lands? Do these harm the land?

3. Have each group organize its information and present it to the class. Encourage students to use a combination of materials and visual aids in this presentation, so the other class members can get a good feel for the information; these materials could include maps, pictures (lots of pictures!), or even a large chart showing the parks/forests on one dimension and topics on the other.

Supplementary Activities

4. Arrange for a park ranger and/or a park police officer to visit the class and talk about the parks and related topics. Call the National Park Service, National Park Police, or the State Parks and Recreation Department about one month before you would like to schedule a visit.

5. Films regarding the parks, natural life, etc. can be borrowed free of charge from the film library of the National Park Service, Fort Mason, San Francisco, CA 94123.

LOS CAMPESINOS DE CALIFORNIA

Las Metas

- Para desarrollar la comprensión de los alumnos sobre la historia de los trabajadores del campo en este estado;
- Para mejorar sus habilidades en el lenguaje oral.

Los Materiales

No hacen falta materiales especiales.

El Método

1. Lea en voz alta a la clase el informe siguiente, deteniéndose cuando sea preciso, para responder a las preguntas:

Durante la época del dominio mexicano,las tierras cultivables de California eran propiedad de unas pocas personas ricas y poderosas. Muchos de los grandes ranchos se convirtieron directamente en fincas enormes cuyas cosechas se vendían a la gente en todo el país y se distribuían por medio de los ferrocarriles. En los años 1880 las antigüas familias de sembradores ricos se encontraron asociados como terratenientes con las compañías ferroviarias y más adelante con otras grandes compañías y bancos. El gran tamaño de los ranchos originales y el excesivo costo de irrigar las tierras del Valle Central dificultaron el establecimiento de haciendas pequeñas como existían en otras partes del país.

Por eso el trabajo de los campos siempre ha sido hecho por miles de trabajadores salariados. Estos trabajadores tienen que viajar de una parte del estado a otra según las estaciones del año y las cosechas dentro de cada estación. Por ejemplo: en febrero se cosechan las naranjas del Valle Imperial, en el verano las legumbres de Monterey y Santa Cruz y en septiembre las uvas del Valle de Napa.

La mayoría de las veces los campesinos no tenían un hogar permanente y las viviendas que les proporcionaban los sembradores no eran sino casuchas sin agua potable ni calefacción. Además, hasta años recientes la mayoría no tenían escuelas, servicios médicos ni sanitarios. Aún no tienen el trabajo asegurado pues después de cada cosecha los campesinos tienen que ponerse otra vez en camino buscando trabajo. Como puede verse, los campesinos siempre han tenido una vida muy dura.

La gran mayoría de los campesinos de California siempre han sido inmigrantes de otros países. Los sembradores prefieren a los inmigrantes porque al principio están dispuestos a trabajar por un precio más bajo que él de los trabajadores nativos. De esta manera los sembradores han podido mantener bajos los salarios de todos: o el trabajador nativo acepta el precio más bajo, o le dan su empleo al inmigrante. Por tal motivo los salarios de los campesinos continúan siendo hasta hoy en día los más bajos en comparación con los de cualquier otro grupo de trabajadores en el país.

Los primeros campesinos inmigrantes de la California moderna fueron los chinos. En la década de 1860 los mineros americanos expulsaron a muchos de ellos de las minas de oro obligándolos de esta manera a que buscaran empleo en las fincas, de modo que por el año 1870 ya la mayor parte de los trabajadores del campo eran chinos. En el transcurso de los años siguientes el país tuvo serios problemas económicos y esto resultó en que muchos trabajadores americanos perdieran sus empleos. Ellos empezaron a necesitar los empleos de los chinos y finalmente les atacaron, hiriendo y matando a muchos y forzándolos a huir a las ciudades.

Lo mismo ocurrió con los japoneses entre 1900 y 1924 (cuando se crearon leyes contra la inmigracion de más japoneses) y con los mexicanos y filipinos entre 1920 y 1930. Después de 1929 los problemas económicos eran tan terribles por todo el país que cientos de miles de trabajadores y sus familias vinieron de todas partes a California, "el estado del oro", para buscar tierras o cualquier otra manera de ganarse la vida. Esta vez eran los nativos los que se encontraban tan desesperados que estaban dispuestos a trabajar por un precio aún más bajo que los mexicanos o filipinos. La mayoría de estos fueron deportados o tuvieron que buscar refugio en las ciudades porque los trabajadores nativos les atacaban.

En 1941 Estados Unidos entró en la Segunda Guerra Mundial contra Alemania y Japón. Muchos de los campesinos nativos se hicieron soldados u obtuvieron empleo en las fábricas de armamento. Durante la guerra no había suficientes trabajadores para las cosechas y los sembradores comenzaron otra vez a emplear a los mexicanos y a sus hijos nacidos en este país. Pero aún así no era suficiente y por este motivo el gobierno federal inició el "programa bracero". Este programa consistía en un acuerdo entre Estados Unidos y México para que miles de campesinos mexicanos vinieran a California a trabajar en los campos y una vez terminada la cosecha tuvieran que regresar a México.

Los "braceros" no podían ser acompañados por sus familias ni tenían ningún derecho civil mientras estuvieran aquí. Además, los mexicoamericanos (ahora muchas veces llamados chicanos) no podían obtener a menudo empleo en los campos, a pesar de los salarios ya tan bajos que se ofrecían.

Al fín en 1964, después de muchas protestas por parte de la iglesia católica y de organizaciones mexicoamericanas, el "programa bracero" terminó. Dos ó tres años antes, un hombre llamado César Chavez había iniciado un sindicato de campesinos. Los campesinos han tratado muchas veces de organizarse contra el poder de los sembradores sin tener éxito, pero había llegado la hora de organizar un sindicato. Al principio se le llamó Comité Organizador de los Campesinos Unidos y después Campesinos Unidos de California (UFWOC). El UFWOC fundó clínicas de salud, escuelas y periódicos para los campesinos y sus familias. Organizó huelgas contra los sembradores para ganar el derecho a un salario justo que permitiría a los campesinos vivir decentemente.

En esta lucha el sindicato no recurrió a la violencia en contra de los sembradores a pesar de que éstos sí mandaron hombres armados que golpeaban y disparaban sobre los huelguistas entre los cuales hubo muchos heridos y algunos muertos. Sin embargo cada vez más campesinos se unían al sindicato, ganándose mientras tanto la compasión del país y la ayuda de otros sindicatos. Después de varios años de lucha dura, muchos de los grandes sembradores se vieron forzados a pagar salarios más altos y a mejorar las condiciones de trabajo en los campos. También, el UFWOC fué reconocido bajo la ley como sindicato legítimo.

Mientras tanto, los sembradores no dejan de resistir al sindicato. Cuando les es posible, emplean a nuevos inmigrantes (muchos de ellos indocumentados) que trabajan por menos, o compran nuevas máquinas que hacen la cosecha automáticamente para no tener que emplear tantos trabajadores. La lucha de los campesinos de California va a continuar por muchos años.

2. Conduzca una charla alrededor de las siguientes preguntas:

   (a) ¿Por qué no había mucha oportunidad de establecer haciendas pequeñas en California?

   (b) ¿Cómo se convirtieron las compañías ferroviarias en grandes terratenientes? (Piensen en el capítulo 9.)

   (c) ¿Por qué los sembradores no proporcionaban casas buenas y otras necesidades a los campesinos?

(d) ¿Por qué los inmigrantes están siempre dispuestos a trabajar por precios más bajos?

(e) ¿Por qué los trabajadores nativos atacaron a los extranjeros? Eran los salarios bajos culpa de los extranjeros? De quién era la culpa?

(f) ¿Por qué el gobierno mexicano hizo un acuerdo con los Estados Unidos tal como el "programa bracero".

(g) ¿Por qué ha sido difícil organizar un sindicato de campesinos en California?

(h) ¿Por qué siguen resistiendo al sindicato los sembradores?

HOW OIL CHANGED THE WORLD

Purposes

- To increase students understanding of the issues involved in the use of oil as a main energy source;
- To practice research skills;
- To develop oral English skills;
- To practice working with a group.

Materials

- Dictionaries, encyclopedias, library books;
- Supplementary materials on oil from organizations such as:
    - — Environmental Federation of California
    - — Sierra Club
    - — Friends of the Earth
    - — oil companies (e.g., Standard Oil of California, Exxon)

Method

1. Divide the class into five research groups to investigate the following five topics:

   (a) what oil is, (b) how it is produced,
   (c) what it is used for, (d) the advantages and disadvantages of using oil, (e) the social and economic impact of using oil. One way to do this is to write the topics on the board and let students choose the group in which they are interested — although there should be approximately equal numbers of students in each group.

2. Have the student research groups investigate each topic, using the terms and questions below to focus their research. The list of terms and questions can, of course, be expanded if you wish. Have the students do their research by using dictionaries, encyclopedias, and library books, as well as by asking questions of their parents, other people they know, and by calling oil-related and environmentalist organizations for information.

Group 1: What is oil?
Related terms (see the dictionary): oil, petroleum, combustible, fossil, fossil fuel

- — What is oil made from?
- — Where is oil found?
- — How long does it take to make oil?
- — What is an "oil deposit"?
- — Where are the biggest oil deposits on earth?
- — Is the world's supply of oil unlimited?
- — How long will all the oil in the world last?

Group 2: How is oil produced?
Related terms (see the dictionary): crude oil, light oil, gasoline, oil well, oil tanker, pipeline

- — How do people find oil?
- — How do they get it out of the ground?
- — What is an oil refinery?
- — What is "offshore drilling"?
- — How is oil transported?
- — Name five big oil companies (U.S. or others).

Group 3: What is oil used for?
Related terms (see the dictionary): fuel oil, gasoline, diesel oil, plastic, lubricant

- — How is gasoline made?
- — What is plastic made from?
- — What are some industries that use oil to make their products?
- — What are five things that you used this week which are made from oil?

Group 4: Advantages and disadvantages of using oil
Related terms (see the dictionary): internal combustion engine, automobile exhaust, smog, pollution, oil slick

- — When did people start to use oil?
- — What kinds of transportation did oil make possible?
- — What other big equipment uses oil?
- — How does this equipment make life easier?
- — What is pollution?
- — How does using oil cause pollution?
- — What gets polluted because we use oil?
- — Why is pollution bad?

Group 5: Social and economic effects of using oil
Related terms (see the dictionary): economic, import, export, crisis, glut, renewable resource, mass transit

- — Could cities have become so big and spread-out without oil?
- — Would there be so many big highways without oil?

- What is an oil-exporting country? An oil-importing country? What are some of each?
- What is the Organization of Petroleum Exporting Countries (OPEC)? What does it do?
- What is an oil crisis? What is an oil glut?
- Are the poor countries in the world poorer now because of oil?
- What will people do when all the oil in the world is gone?

3. Have each group collectively organize its information and then make a presentation to the class in whatever format it chooses (e.g., spokesperson for the group, group presentation).

4. After all the presentations, hold a panel discussion in front of the class on the issues and questions which arose during the activity. The panel should consist of at least one person from each research group. The discussion should focus on a few topics chosen ahead of time, and class members can ask questions after the main discussion.

become spread-out — se extendieron

THE PEST CONTROL GAME

Purposes

- To introduce the students to the problems of pest control in modern agriculture and to the complexity of ecological relationships;
- To improve their logical and information-organizing skills;
- To develop their oral English Skills.

Materials

- 1 set of Pest Control Game cards per 2 - 3 students
- Envelope for each set of cards

Method

Preparations Before Class

1. Make one copy of the Game Card page for each group of students. Cut out and shuffle each set of cards and place it in an envelope.

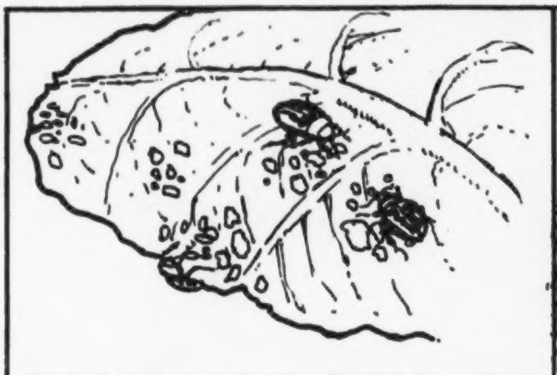
Preparations During Class

2. Organize the class into groups of 2 - 3. Pass out a set of cards to each group. Explain that they are going to organize the cards into a circle. (If they have played the Water Cycle Game and/or the Food Chain Game, remind them of these.) The circle will show how using chemical pesticides (see definition below) in the wrong way is causing problems for farmers. As with the other games, have each group be prepared to explain the order in which it put its cards.

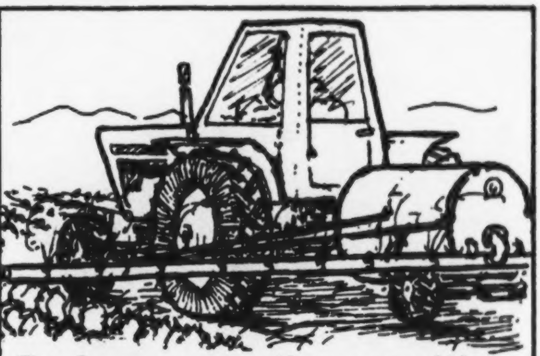
Post-Game Discussion

3. Draw the following diagram of an insect's life cycle on the board:

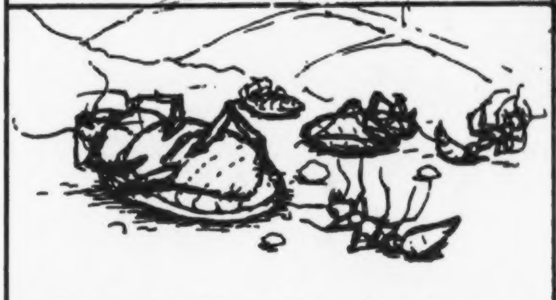
PEST CONTROL GAME



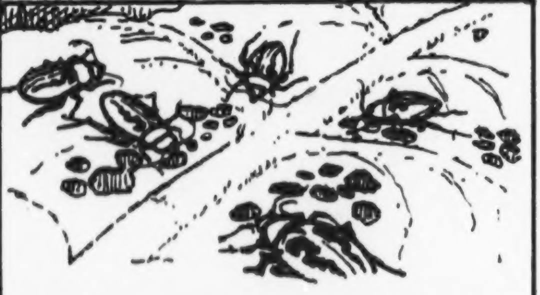
Some insects eat the farmer's crops.



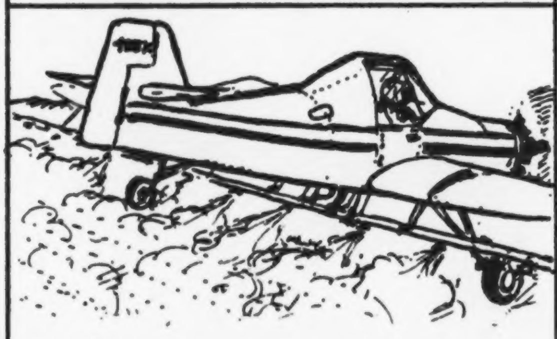
The farmer sprays the crops with a pesticide that kills these insects.



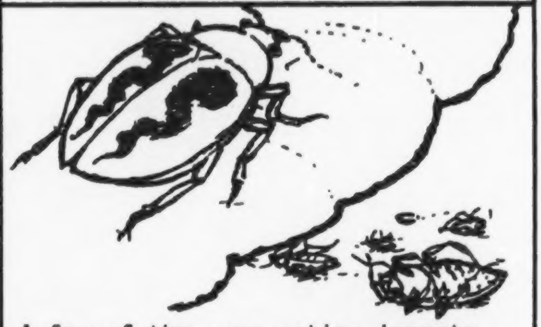
The pesticide kills other insects too. Some of these ate the insects that eat the crops.



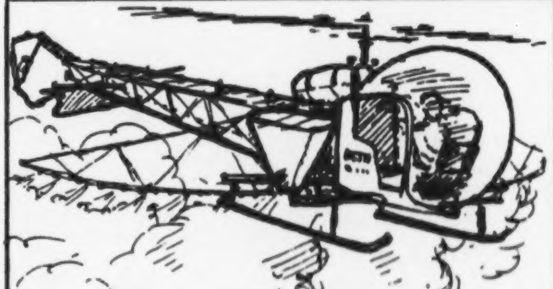
Without insects to eat them, the crop-eating insects multiply and eat more crops.



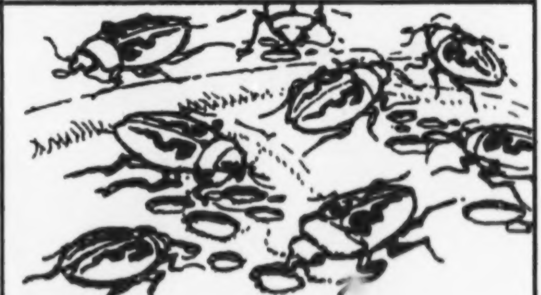
The farmer sprays with more of the pesticide or with a new pesticide.



A few of the crop-eating insects are immune to the pesticides. They multiply and eat even more.



The farmer sprays his crops with even more of the pesticides or with other new pesticides.



Crop-eating insects become immune to more and more pesticides. They become harder and harder to kill.

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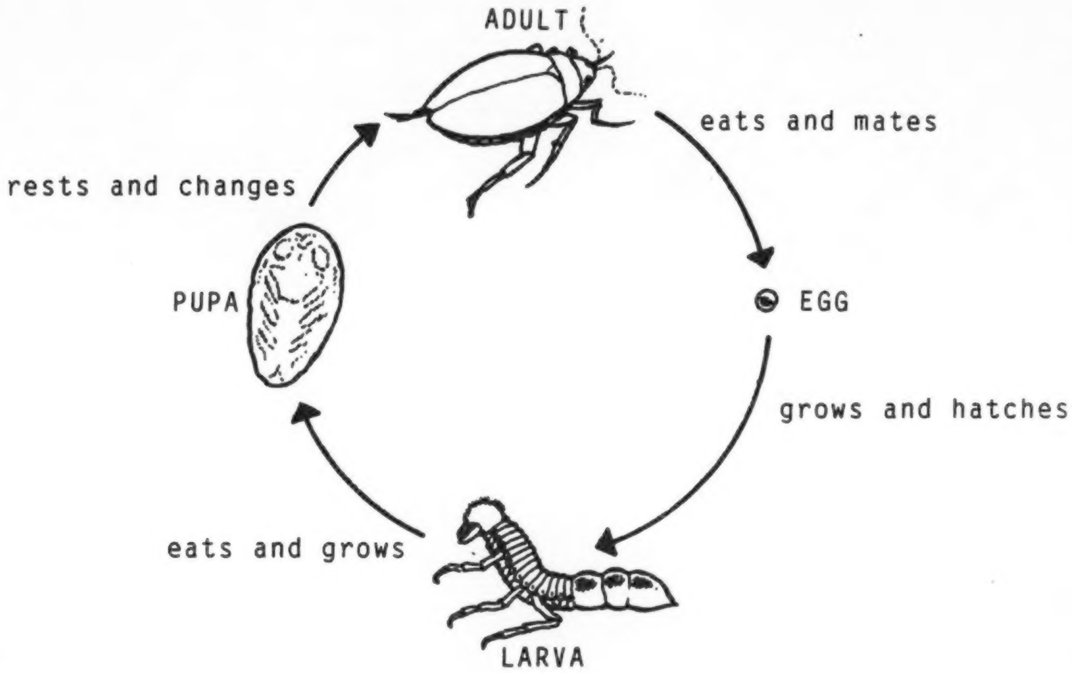
LIFE CYCLE OF AN INSECT



4. Read or paraphrase to the class the following section on Pest Management.

Pest Management

Besides chemical pesticides, there are other ways of controlling insect pests that destroy crops. To see how this can be done, we need to know more about the life cycle of the insects.

Insects begin as tiny eggs. For most insects, the egg hatches into a larva, which often looks like a worm. The larva eats and eats. But ofter a while, it stops eating and also stops moving. Often it becomes dry, or grows a kind of shell around itself. This stage of the insect's life is called the pupa. Although the pupa does not move, it is changing inside its shell. Days or weeks later, the adult form of the insect cracks the shell and comes out. Eventually, male and female adults mate and the females lay more eggs. The life cycle starts to repeat itself.

So most kinds of insect are not just one animal, but several different animals in one. At each stage in its life, an insect has a different kind of body. Because of this, there are many different ways to kill insects, or to stop them from multiplying. For instance, you can:

(a) bring in another animal or insect that eats the insect's eggs;

(b) do the same with the insect's larva or pupa or even adult;

(c) stop the insects from multiplying by breeding many female insects that can't lay eggs and letting them out in the fields, so that the male insects mate with them and then fewer new insects are born;

(d) find insecticides that kill only the egg, larva or pupa of that particular insect and not of other insects;

(e) find diseases that kill only the egg, larva or pupa of that insect and not of other insects;

(f) spray chemicals on the crops that do not kill the insects but taste bad to them.

None of these ways is completely safe, because there are so many kinds of insects that when one kind stops multiplying, another may become an even worse problem. But using several different ways together is better than just spraying one or two powerful pesticides until the crop-eating insects become immune to them.

We cannot win this game because insect generations are very short: that is, the life cycle from egg to adult often takes only a few days or a few weeks. So even though the pesticide kills most of the insects, the few that it does not kill (because they are born immune) multiply very quickly. Soon the whole group becomes immune because the ones who are not immune die out.

5. Organize a discussion aroung the following questions:

   (a) What is the farmer's first mistake? (Using a pesticide which kills other insects that eat the crop-eating ones.)

   (b) What is the farmer's second mistake? (Spraying more of the pesticide or another one that does the same thing.)

   (c) If the farmer keeps on doing the same thing, what is going to happen? (Crop-eating insects will become immune to all pesticides and he will lose all his crops.)

(d) Which of the other ways of controlling pests we have just talked about is mentioned in Chapter 10? (Importation of the Australian lady bug to eat insects on the orange trees.)

(e) What are some other problems that might be caused by using a lot of pesticides? (Pollution: health problems in animals and people. Mention that some pesticides like DDT are now against the law because they were bad for people and also killed beautiful and useful insects like bees and butterflies.)

pesticide — pesticida
pests — las pestes, los insectos o animales nocivos
control — controlar
life cycle — el ciclo de vida
hatches — se empolla, sale del huevo
mate — aparearse
typical — típico
multiply — multiplicarse, reproducirse
bees — las abejas
butterflies — las mariposas

WATER USE AND WATER CONSERVATION

Purpose

- To increase students' understanding of how water is used and how it could be conserved;
- To give students practice in reading charts and making bar graphs;
- To give students practice in oral English skills.

Materials

- One copy per student of the handout "How Water Is Used in California"
- Two pieces of graph paper per student (optional)

Method

1. Before class, reproduce as a handout for each student the page on "How Water is Used in California." At the beginning of the exercise, hand it out to students and give them a few minutes to read it.
2. Review the handout information on water use with the students, making sure they have some intuitive notion of an acre-foot of water and that it is just a unit for measuring water. Also, review all the vocabulary on the sheet. If necessary, review or explain the concept of percentages.
3. Have the students make two bar graphs. One will show the percent of total water use by user and the percent of home water by use. The other will show the number of acre - feet of water for each user of water. (See samples.)

   On the percentage graphs, make sure students know to put the largest percentages at the bottom and put the smaller percentages at the top of each bar, as shown in the sample graphs. On the graph showing acre-feet of water, recommend they use 10 mm. on the vertical scale to represent 100,000 acre-feet of water, so the graph will be 180 mm. high. If they use graph paper, have them use whatever vertical scale is convenient. Remind them to make sure they label the graphs properly. Since this exercise will take some time, it would make an excellent homework assignment.

HOW WATER IS USED IN CALIFORNIA

Acre: An acre is a piece of land 209 feet long and 209 feet wide. That's a total of 43,560 square feet—about one quarter of a city block.

Acre-foot: Large amounts of water are measured in acre-feet. Imagine an acre (a quarter of a city block) covered with water one foot deep. That amount of water is one acre-foot of water.

WATER USE IN CALIFORNIA IN 1980

User	Number of Acre-Feet Used	% of All Water Used
Agriculture	35,640,000	84
Homes	3,740,000	9
Industry	860,000	2
Businesses	750,000	2
Fish, Wildlife	740,000	2
Government	460,000	1
TOTAL	42,190,000 acre-feet	100%

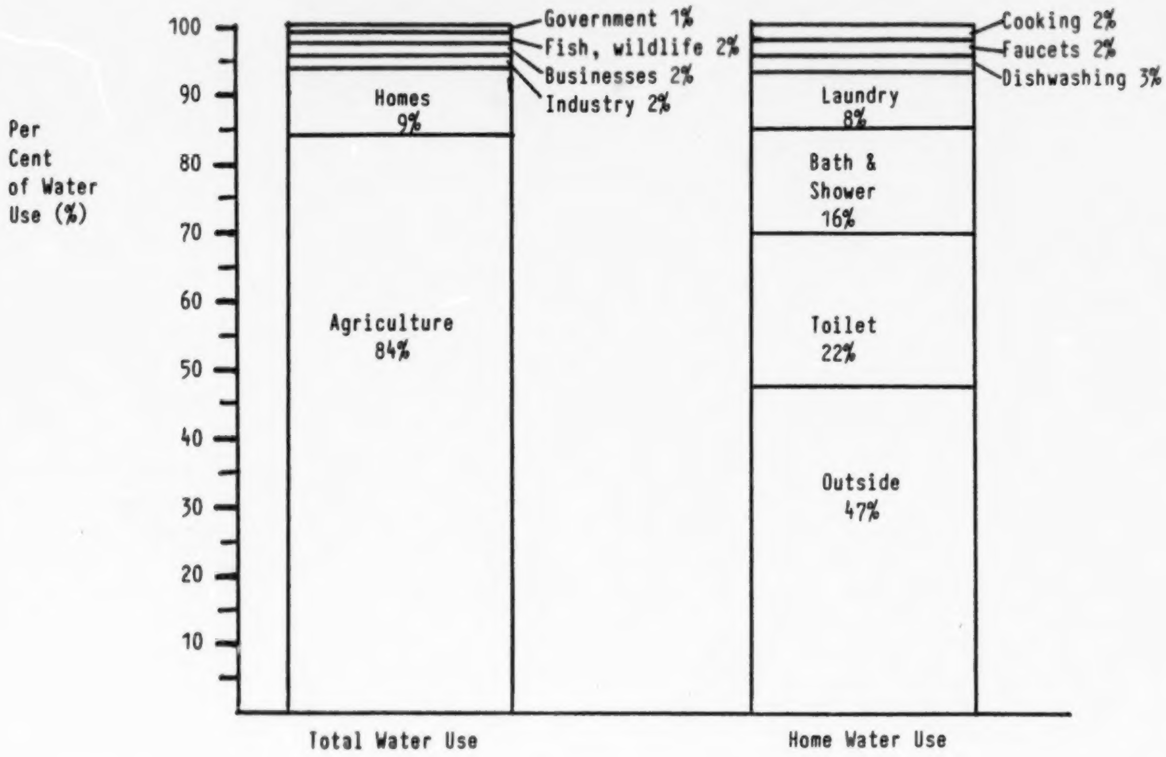
HOW WATER IN HOMES WAS USED IN 1980

Use	Number of Acre-Feet Used	%
Outside — watering lawns & gardens, washing cars	1,760,000	47
Toilet	830,000	22
Bath & Shower	590,000	16
Laundry	280,000	8
Dishwashing	120,000	3
Faucets	80,000	2
Cooking	80,000	2
TOTAL	3,740,000	100%

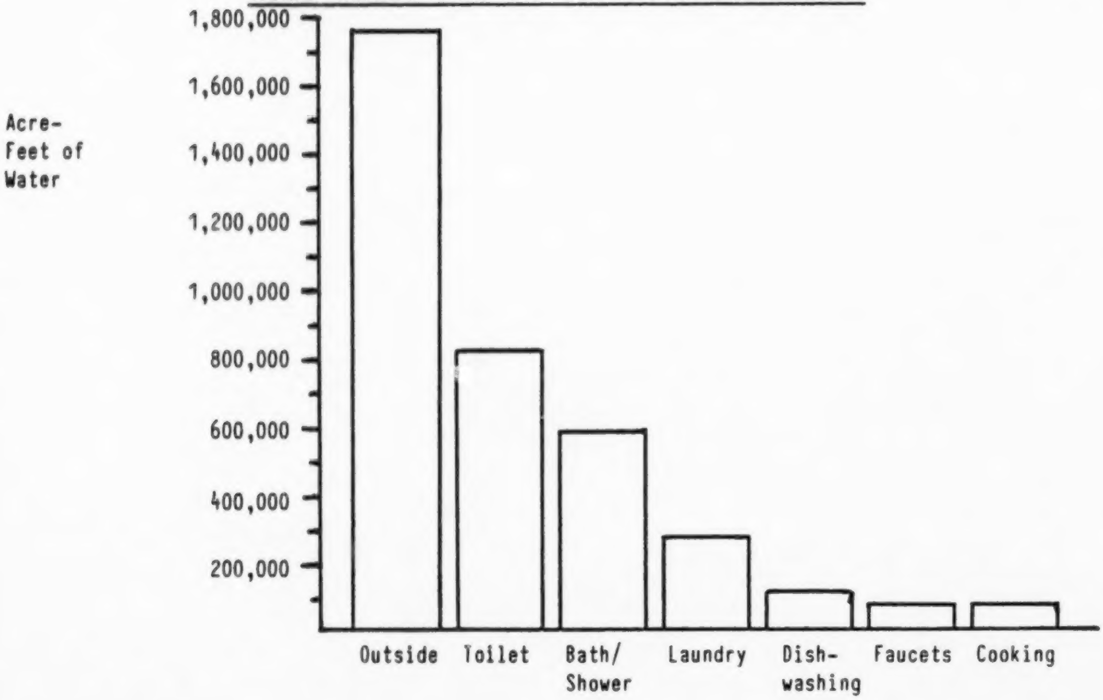
Numbers are from the Department of Water Resources — the state government agency in charge of water in California. Bulletin number 198-84, July, 1984.

GRAPHS THAT STUDENTS WILL MAKE

Water use in California in 1980



Home Water Use in California in 1980



4. After the students have made their graphs, they will be more familiar with water use and will be more prepared for the water conservation part of this activity. Read or paraphrase to them the following section on water conservation.

Water Conservation

As the number of people in California grows, the need for water will grow too. There are two ways to have more water in the future. One is to find new sources of water, and the other is to conserve the water we do have.

Southern California has the greatest need for more water because it has more people then northern California and because the farms and cities in the South are built in a natural desert which has very little water of its own. In the past, southern California got a lot of its water through a canal from the Colorado River in Arizona; there is a map of this canal on page 223 in the book. But now Arizona has decided to keep a lot of this water for itself and not to send it to southern California anymore. So some people think that we should build a long canal and send a lot of water from the rivers and lakes in northern California to southern California. This would be a new source of water for southern California. However, a lot of other people are strongly against this idea, because they believe it would not leave enough water for northern California and would ruin the rivers and lakes. Only time will tell what will happen.

The other way to have more water is to use less — to conserve — so there will be more water left for others. Some people say we waste so much water now that if we just use less, there would be enough for everyone.

How can we conserve water? Farmers, who use most of our water, can save water by using better irrigation methods. For example, dripping water onto plants uses a lot less water than spraying it into the air. Watering in the early morning or evening uses less than watering in the middle of the day, when the sun makes so much of it evaporate.

Most water used by businesses and the government is used to flush toilets. So,they can fix their toilets to use a lot less water. They also use a lot of water outside to irrigate the plants and grass. So, they can use better irrigation methods, just like the farmers, and can use plants and tress and grass that need less water than the ones they have now. (For example, desert plants need a lot less water than big trees with leaves.)

Industry can also use less water by changing the way that it makes things. For example, one beer factory in southern California found a way to use only one-third as much water and still make good beer. Another way for industry to conserve is to re-use some of the water it now puts down the drain. Many industries are now doing this.

How can people use less water in their homes?

5. Have the students discuss and "invent" ways they can use less water at home. By looking at the graphs they made, they can realize where most water is used in the home and that this is where most water could be saved. Here are some ideas from the Department of Water Resources:

outside: plant low-water-using landscapes, as the Spanish did when they first came here; have smaller lawns and use the rest of the space for trees, shrubs, and ground cover; use drip-irrigation; water only in the evening and morning; turn off the hose while washing a car;

toilet: put bags of water or other large-volume items in the tank, so it takes less to fill up; don't flush the toilet every time it is used;

bath/shower: put a "flow restrictor" in the showerhead to cut the amount of water while keeping the spray the same (showers generally use more water than baths); turn off the water while you wash (new valves let you turn it off without turning off the knobs); take shorter showers;

laundry: use full loads;

dishwashing: fill the sink and wash; rinse quickly;

faucet: don't let it run;

cooking: don't use more than you need; re-use water where possible (e.g., the water from cooking vegetables can be used to make soups).

conserve - conservar
source - la fuente
dripping - goteando
evaporate - evaporarse
irrigate - regar

APPENDIX

FILM DISTRIBUTORS

Barr Films
3490 E. Foothill Blvd.
P. O. Box 5667
Pasadena, CA 91107

(213) 681-6978

Churchill Films
662 N. Robertson Blvd.
Los Angeles, CA 90069-9990

(213) 657-5110

Coronet Films
65 E. South Water St.
Chicago, IL 60601

1-(800)-621-2131

Encyclopaedia Britannica Educational Corp.
425 Michigan Ave.
Chicago, IL 60611

1-(800) 621-3900

Handel Film Corp.
8730 Sunset Blvd.
W. Hollywood, CA 90069

(213) 657-8990

Hearst Metrotone News
235 E. 45th St.
New York, NY 10017

Indiana University Audio-Visual Center
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(812) 335-8087

Lucerne Films, Inc.
37 Ground Pine Rd.
Morris Plains, NJ 07950

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Moody Institute of Science
1200 E. Washington Blvd.
Whittier, CA 90606

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Pyramid Film and Video
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Santa Monica, CA 90406

(213) 828-7577

Stirling Educational Films
241 E. 34th St.
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Studio Sixteen, Inc.
2135 Powell St.
San Francisco, CA 94133

(415) 982-2097

Ward's Modern Learning Aids
11850 E. Florence Ave.
Santa Fe Springs, CA 90670-4490

(213) 946-2139